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ABSTRACT

This report, the second of two published to date, provides the most current information on progress made toward realizing the six national education goals adopted by the nation's governors and President Bush at an educational summit held in Charlottesville, Virginia, in 1989. The goals established a framework for action in terms of readiness for school; high school completion; student achievement and citizenship; science and mathematics; adult literacy and life-long learning; and safe, disciplined, and drug-free schools. The report is organized into 4 main chapters which include, along with narrative text, a total of 127 statistical exhibits, most of them contained in chapter 2. Chapter 1 addresses key questions about the comparative educational standing of the United States across the goals in a global context. Chapter 2, by far the longest in the book, presents basic information about the goals in the following three parts: (1) key indicators that the National Education Goals Panel has chosen to follow throughout the decade; (2) additional indicators that provide a valuable context for and understanding of the status regarding the national goals; and (3) individual profiles of the 50 states and the District of Columbia for 1992 along with baseline statistics from about the time of the summit. Chapter 3 summarizes progress made in the past year in stimulating data gathering and analysis reforms in each goal area. Chapter 4 describes federal efforts to support the national goals. Five appendixes contain supporting details about processes and aims (sources, technical notes, descriptions of federal programs, and full federal agency titles), as well as a complete statement of the goals themselves. A survey sheet is included for public response to this report. (SLD)

THE NATIONAL EDUCATION GOALS REPORT

ED348404

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1992

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BUILDING A NATION OF LEARNERS

THE NATIONAL EDUCATION
GOALS REPORT

BUILDING A NATION
OF LEARNERS

2000

1992

Foreword

In 1989, the President convened the Education Summit with the nation's Governors, and together we embarked on an historic venture to change the national educational emphasis from process to performance, from complacency to high expectations.

Today, the National Education Goals Panel, created in response to the Charlottesville Summit, remains committed to the belief that high national goals and world-class standards geared to performance are the essential spurs to changes in the American education system. We remain committed to the notion of education as a lifelong enterprise, as important to the worker changing careers in mid-life and the child who needs an even start as it is to the classroom student seeking grade promotion or college admission.

We know that education and economic development are as inextricably intertwined as are education and personal quality of life expectation. Education is as important to our global economy in its implications for a competent work force as availability of capital or any other business condition. This year's Goals Report therefore highlights the importance of American educational performance in a global and competitive context by presenting meaningful international comparative data.

It is my privilege to present the 1992 Goals Report, the second in a series of annual reports through the year 2000 which presents comparable information with baseline data. We on the National Education Goals Panel hope that our efforts will strengthen this country's resolution to achieve the nation's Education Goals, for our future depends on a shared commitment from all Americans to become involved in assuring quality educational opportunity for all and, therefore, an opportunity to prosper.

Sincerely,

Carroll A. Campbell, Jr., Chair
(August 1991-August 1992)
National Education Goals Panel, and
Governor of South Carolina

Governors

E. Benjamin Nelson, Chair
(August 1992-August 1993)
National Education
Goals Panel, and
Governor of Nebraska

John Ashcroft,
Governor of Missouri

Evan Bayh,
Governor of Indiana

Terry E. Branstad,
Governor of Iowa

Howard Dean,
Governor of Vermont

Barbara Roberts,
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Lamar Alexander,
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Economic and Domestic Policy

Members of Congress

Jeff Bingaman,
U.S. Senator
State of New Mexico

Thad Cochran,
U.S. Senator
State of Mississippi

Dale Kildee,
U.S. Representative
State of Michigan

William Goodling,
U.S. Representative
State of Pennsylvania

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Introduction

Americans want their children to grow up in a society dedicated to the best there is. This has been the American legacy—the highest standard of living ever attained, products in demand all over the world, and unprecedented levels of access and opportunity in education.

To ensure such a future for generations to come, however, we must be very clear about the changes facing the nation. They are profound. Prosperity is rooted in a global context which demands different priorities and higher standards in education, work, and citizenship.

The international context in which these changes are occurring dictates that we evaluate what is happening not only in the next community or nearby state, but also in other countries. The nation's strength is rooted in its ability to compete economically, and its ability to perform economically is rooted in its education system.

The National Education Goals Process

The National Education Goals, adopted by the nation's Governors and the President in 1989, establish a framework for action. American students are just as capable of high academic performance as children and youth anywhere, but the standards to which they have been held are below those of our most important competitors. Likewise, many other countries are now approaching the same level of access to secondary and post-secondary education as we have achieved, while providing deeper content and higher standards.

The National Education Goals process consists of three essential elements, one of which has been accomplished and two of which are ongoing. First, the six national Goals were delineated in February of 1990. They represent clear, concise, and ambitious educational improvement targets relevant to all Americans from the early childhood years through adulthood. Setting a deadline—the year 2000—to achieve the Goals challenges our society to be ready for the demands of the next century. The National Education Goals state that by the end of this decade:

- **All children in America will start school ready to learn.**
- **The high school graduation rate will increase to at least 90 percent.**
- **American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter, including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.**
- **U.S. students will be first in the world in science and mathematics achievement.**
- **Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.**
- **Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.**

Second, the National Education Goals Panel was created in July of that year. An unprecedented bipartisan association of Governors, senior national Administration officials, and Congressional representatives, the Panel monitors and reports annually to the American people on the nation's and each state's progress in achieving these Goals. The purpose of these Reports is not measurement for measurement's sake. Rather, by demanding an annual accounting of progress, they reinforce a commitment to the Goals and to educational improvement efforts that will be necessary if the Goals are to be achieved. This is the second annual Report of the Goals Panel highlighting our current status, recent progress, and continuing challenges in meeting the Goals. The Panel also recommends improvements and enhancements to existing data and assessment systems so that better information relevant to the National Goals can be provided to the American people in the future.

The third element of the National Goals process is the development of new, clear, and ambitious standards for the educational achievement of all students. The Goals Panel recognized early on that the absence of such standards was a critical reason for the deficient performance of our education system. This year, the Goals Panel took on additional responsibilities for coordinating the development of national content and student performance standards, along with new voluntary systems for assessing student achievement, by adopting a charter for a National Education Standards and Assessments Council (NESAC). The NESAC's mission will be to ensure that the many standard-setting activities currently under way move forward expeditiously and reflect a broad national consensus about what all American students should know and be able to do if they are to achieve at world-class levels. Both the Council and the Goals Panel will adopt national content and student performance standards as well as criteria for determining whether student assessments reflect the content and achievement levels set by these standards.

National Status, International Context

This 1992 National Education Goals Report provides the most current information available on where we stand relative to the six Goals and the progress made since they were adopted. It also directly addresses the new context in which all Americans function—how our performance on the various Goals compares to that of other nations. This is the first of special presentations in the National Education Goals Report on issues particularly crucial to our achieving the Goals we have set. International comparative data contained in the Report's first chapter suggest that American first graders may already be academically behind their counterparts in Japan and Taiwan. We now know that not only is the content studied by our students less challenging than what students in high-achieving countries are exposed to, but American parents expect less of their children academically. Part of the problem of lower expectations may stem from adult Americans' view that their worklife will remain the same in the future. We present data showing that workers in other countries see the workplace demands ahead as dynamic, while we tend to see them as unchanging.

This Report also reveals considerable new and important information in each Goal area. For example, in Goal 3 we report for the first time compelling new data showing that many students are making little if any academic progress between the 8th and 10th grades. In mathematics, of the lower-achieving 8th grade students who had not mastered simple operations with decimals, fractions, and roots (55% of all 8th graders), two-thirds had still not mastered these skills by grade 10. Similar patterns are reported in science and reading.

Finally, this Report is significant in its modifying and updating of information originally reported in 1991. Based on the considerable feedback received in response to the first National Goals Report, we have attempted to improve many of the indicators and data displays, making them clearer, more accurate, and more comprehensive. In addition, wherever more recent information has become available on the national and state indicators reported last year, we are reporting the change. Since most of these changes represent single-year updates (for example, from 1990 to 1991), the changes are invariably modest and in many cases they are not statistically significant. However, they represent a commitment by the Panel to monitor annual changes in our educational performance with hard data throughout the decade. We expect these data updates from the 1991 Goals Report baseline to become more interesting and revealing every year.

Guide to the 1992 Report

The 1992 Goals Report begins with a special section, "American Education in a Global Context," addressing key questions about our comparative educational standing across the Goals. As in last year's Report, the basic Goals information in the 1992 Report is presented in Chapter 2 in three parts. *Part I* includes the key indicators the Panel has chosen to follow throughout the decade. These are the central indicators of the outcomes we want. Updated information is provided where available, particularly in Goals 2, 4, and 6. *Part II* includes additional indicators that provide a valuable context for, and understanding of, our status regarding the National Goals. This part has been expanded from last year's Report and contains significant new information in each Goal area. *Part III* contains the individual state profiles for 1992. Here we report the most recent state data across the Goals alongside a baseline statistic representing indicator status on or about the time of the Charlottesville education summit.

In Chapter 3 we summarize the progress the Panel has made in the past year in stimulating needed data reforms in order to improve, over the long-term, the quality of information the American people receive in each Goal area. The final chapter describes federal efforts to support the National Goals. In it, financial data reported in 1991 are modified and updated, and new contextual information is presented.

In 1991 the first "report card" on the National Education Goals set the parameters for measuring our status and progress. The 1992 Report builds on that foundation and puts the nation's efforts into a global context. Together, they begin to shape what we have never had so explicitly before—reasons to create new visions for and expectations of our children and of our society. These will become our society's promise of a better future—and the legacy for the next generation.

Chapter 1:

American Education in a Global Context

2000

1992

American Education in a Global Context

Introduction

Dramatic recent events including the fall of the Soviet Union and the Berlin Wall, the reunification of Germany, and the advent of EC '92 are spurring an economy that is more and more global in nature. If we are to compete successfully, maintain a strong and vibrant democracy, and allow all of our citizens to achieve to their fullest potential, Americans must be among the best educated people in the world; our system must be world-class by the highest standards.

For many years in our history there were strong reasons to conclude that we had one of the most educated populations in the world. Our leaders from Jefferson onward espoused education's unique and indispensable role in ensuring personal, social, and economic well-being. Policies reflecting this belief, such as free universal schooling in the 19th century and broad access to higher education in the 20th, were American inventions. By opening up educational opportunity to large numbers of citizens, these policies contributed greatly to both our economic growth and social cohesion.

In recent years, other nations followed our lead, often aggressively. Educational access, opportunity, and achievement have expanded dramatically, especially in the developed world. How does the performance of our education system today compare with those of other nations, especially those of our most important competitors?

This question can only be answered objectively by international comparisons of both education systems and outcomes. Comparisons of this type are always fraught with problems of interpretation. No two national education systems share the same goals, organizational structure, or cultural context. For example, the courses students take in different countries and when they take them vary substantially among nations. Some have argued that this condition makes it next to impossible to fairly and accurately compare the performance of students in different countries.

We believe, however, that international education indicators are potentially as meaningful and useful as international indicators in other fields such as health or economics. When applied judiciously and thoughtfully, international comparisons can provide insights that are unique and powerful. By learning about the characteristics and performance of others, we discover more about ourselves: both the levels of performance we need to aim for and the types of system reforms that may help to achieve them.

The purpose of this discussion is to use available international research and statistics to portray our comparative standing across the six National Education Goals. One Goal—to be first in the world by the year 2000 in science and mathematics achievement (Goal 4)—already explicitly places American educational performance in an international context. The Panel recognizes that to monitor progress on this Goal, it is essential to compare the science and mathematics achievement of American students with those of other nations. Recent outcome data on Goal 4 (from the 1991 International Assessment of Educational Progress) is presented in Chapter 2 as part of the Panel's regular annual report to the nation.

However, international data can also be applied to the other National Education Goals. When analyzed, the data paint a composite picture of how the American education system compares to systems in other nations. On the following pages we present some international findings that address the following Goal-related questions:

1. **How do American children's educational status when entering school and their academic progress as they grow older compare with those of children in other industrialized nations (Goals 1 and 3)?** There is evidence that U.S. educational achievement deficiencies relative to other nations with whom we compete may be present as early as first grade. This achievement gap grows as students get older.

2. **What is happening to school and college completion rates around the world (Goals 2 and 5)?** The traditional U.S. lead in educational access and opportunity is less apparent today as other industrialized nations have increased their secondary and post-secondary completion rates. Among young adults (ages 25-34), both Japan and Germany both now have higher high school completion rates than the United States.

3. **Are American patterns of student achievement relative to other nations different in subjects like reading and geography from those in science and mathematics (Goals 3 and 4)?** Unlike in mathematics and science, recent evidence suggests that the basic knowledge and skill levels of Americans in geography and reading are comparable to those of students in most other industrialized nations. This evidence, however, does not allow comparisons of higher-order thinking and reasoning skills in these subject areas.

4. **Are there substantial differences in children's learning environments—both in and out of school—in nations whose educational performance exceeds our own (Goals 3, 4, and 6)?** Two differences are especially worthy of note. First, there is evidence that students in higher-performing nations are more likely to take and succeed in courses that offer more challenging subject matter than are students in the United States. Second, American parents appear to be more easily satisfied with their children's educational achievement than parents in higher-performing nations.

5. **What percentage of young adults in other industrialized nations graduate with science and mathematics degrees (Goal 4)?** Relative to the population of graduation age, the United States grants more undergraduate degrees in science, mathematics, and engineering than Germany, France, and Italy, but fewer than Canada and Japan.

6. **How do the knowledge, skills, and attitudes of American workers compare with workers in nations against which we compete economically (Goal 5)?** Recent international data on worker attitudes reveal that Americans' belief in the value of work is comparable to German and Japanese workers, but U.S. workers are much less likely than workers in these countries to anticipate a need to upgrade their present job skills.

The data used to address these questions are limited and, as noted earlier, must always be interpreted with caution. These limitations strongly suggest a need for improved future international data collection efforts so that valid comparisons can be further developed and refined. Encouraging progress is being made in this regard. For example, The Organization for Economic Cooperation and Development (OECD) has been engaged in a multi-year project among its member nations to develop standard definitions of key indicators and then coordinate the regular reporting of such data. Their first report on this project, *Education at a Glance*, has just been published. Some of the data from the report are included in this Chapter. We hope to monitor and report further on OECD's efforts in future years.

National Goals — International Data

1. **How do American children's educational status when entering school and their academic progress as they grow older compare with those of children in other industrialized nations (Goals 1 and 3)?**

There are no international studies comparing the educational status of all American children entering school with that of children from other nations. In fact, the Goals Panel has recognized that our own nation has no way to measure the readiness of its children for school, and has recommended an Early Childhood Assessment System to address this deficiency. However, evidence from more limited studies suggests that significant achievement deficiencies among American students relative to other nations may be present as early as first grade.

Beginning in 1980, a research team led by Dr. Harold Stevenson at the University of Michigan tested nearly 6,000 randomly selected United States, Japanese, and Chinese students in mathematics (Grades K, 1, 5, and 11) in three large metropolitan areas: Minneapolis, Minnesota; Taipei, Taiwan; and Sendai, Japan. By first grade, the performance shortcomings of the Minneapolis students were noteworthy. In fact, their performance was poorer on nearly every mathematics item tested. More disturbing, these achievement differences became even larger when older groups of students were tested, as shown in Exhibit 1.[1]

What explains these findings? Stevenson and his colleague James Stigler (1992) attribute the relatively poor showing of the Minneapolis students in first grade and later years largely to cultural factors. For example, the Sendai (Japan) mothers were much more likely to value education and to stress to their children the importance of doing well in school than

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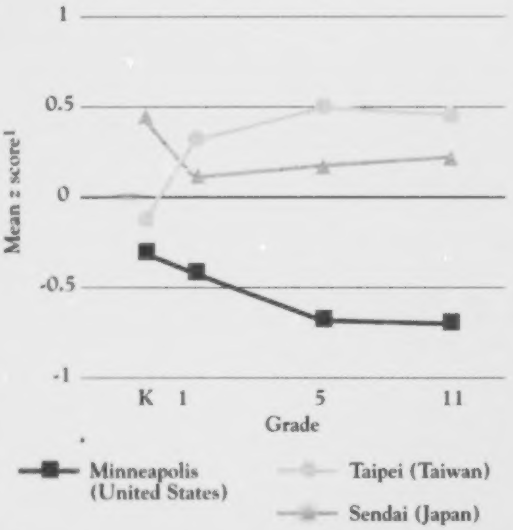
[1] As Stevenson and his colleague James Stigler point out (1992), while no single metropolitan area city can represent a nation, Minneapolis has few of the problems besetting other large American cities and ranks high nationally on such educational indices as students' scores on college entrance tests. It is thus unlikely that the average achievement of students in other large U.S. metropolitan areas would be higher than those reported here. Sendai (Japan) was chosen for study because it was considered comparable to Minneapolis in demographic and cultural characteristics, while Taipei (Taiwan) was the only large Chinese city open to the researchers when this study was beginning.

Exhibit 1

Mathematics Achievement Through School

Mean scores on mathematics test for children in selected cities



The mathematics achievement of the Minneapolis students lags behind that of students in Taipei (Taiwan) and Sendai (Japan) as early as first grade, and the gap continues to grow throughout elementary and secondary school.

¹ See technical notes in Appendix B for an explanation of this statistic.

Source: University of Michigan, 1992

their Minneapolis counterparts. Further, the Sendai mothers tend to attribute low achievement, even at a young age, to lack of hard work. Mothers in Minneapolis, by contrast, were more likely to emphasize an absence of native ability or talent in a particular subject like mathematics.

The nature of early institutional child care experiences for preschoolers may also help explain some of these differences. While nearly all young Japanese children attend either formal preschool or all-day child care centers for two years prior to entering first grade, these programs are noteworthy for their *de-emphasis* on academic skills such as learning letters and numerals, reading, and counting (Peak, 1992). Instead of acquiring content knowledge, Japanese preschoolers learn more general lessons considered more developmentally appropriate for that age, such as working within a larger group, taking personal responsibility for assigned tasks, and managing personal affairs. These critical life skills, when coupled with the strong family emphasis on education, appear to provide young Japanese children with a powerful foundation for attaining future educational success.

Finally, the absence of rigorous curricula for all students in the United States has been cited in explaining the widening achievement gap between American students and their counterparts in other countries as they progress through school. For example, a recent analysis of U.S. vs. Japanese differences in 8th grade mathematics achievement (Westbury, 1992) found that only a few U. S. classes offered comparable curriculum content (such as algebra) to what was being studied by virtually all Japanese students. Significantly, the achievement scores among those American 8th graders exposed to a curriculum comparable to the Japanese were also comparable. This finding underscores the importance the Goals Panel attaches to developing world-class national content and student performance standards for all students in this country as an indispensible element of educational reform.

2. What is happening to school and college completion rates around the world (Goals 2 and 5)?

The United States lead among industrialized nations in secondary school completion is shrinking. Exhibit 2 shows secondary-school completion rates among seven nations for the general adult population (25- to 64-year-olds) and the young adult population (25- to 34-year-olds). The United States still has the highest secondary-school completion rate among the general population. However, the pattern changes substantially when we examine younger adults. Here the United States trails both Germany and Japan, and the gap between the U. S. completion rate and those of the four other nations (United Kingdom, France, Italy, and Canada) is also reduced.

This finding reflects concerted, relatively recent efforts by our competitor nations to educate their entire population. Germany, for example, provides most non-college-bound 16-year-olds with two years of formal company training in one of 380 apprenticeship programs. These programs, which also include basic skills remediation, provide an educational experience for these youth directly aligned with their future participation in the labor market.

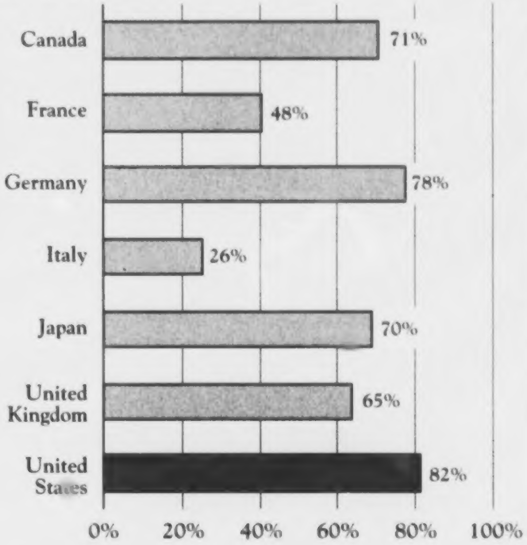
In higher education, the comparative picture is somewhat brighter for the United States, as shown in Exhibit 3. Among the general adult population, the

Exhibit 2

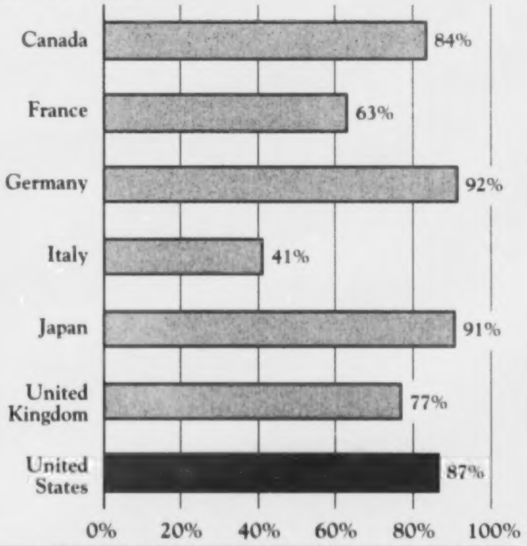
High School Completion

Percentage of population who have completed secondary education, by age and country, 1989

25- to 64-Year-Olds



25- to 34-Year-Olds



While the U.S. has the highest secondary school completion rate among the general population, the pattern changes when we examine younger adults.

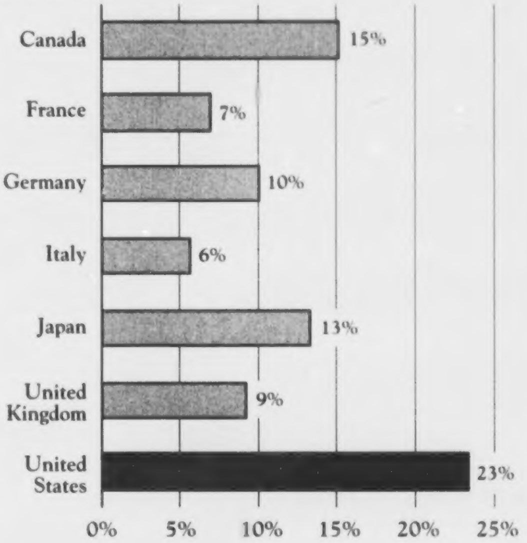
Source: Organization for Economic Cooperation and Development and National Center for Education Statistics, 1992

Exhibit 3

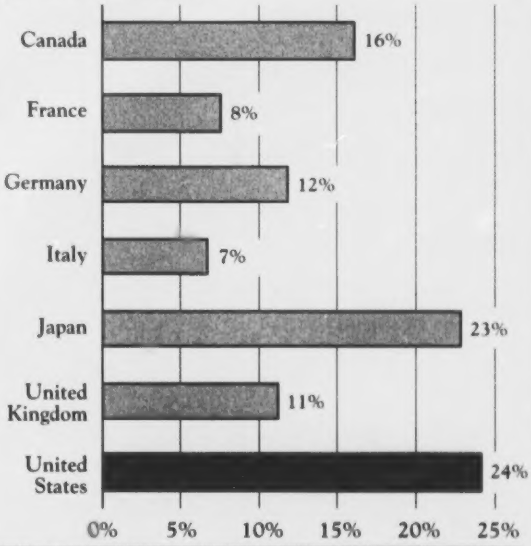
College Completion

Percentage of population who have completed higher education, by age and country, 1989

25- to 64-Year-Olds



25- to 34-Year-Olds



The U.S. has the greater higher education completion rate among the general adult population. Among younger adults, the Japanese completion rate now approaches that of the U.S.

Source: Organization for Economic Cooperation and Development and National Center for Education Statistics, 1992

U.S. higher education completion rate is substantially greater than those of the six other industrialized nations. The pattern for younger adults is similar except for the Japanese, whose post-secondary completion rates now approach those of the United States.

These international completion rate statistics for high school and college indicate access to formal educational opportunities in different nations. While informative, they reveal nothing about what students have learned. Because national education systems differ so substantially, an American high school or college diploma does not necessarily reflect the same knowledge and skills as a comparable credential in Germany or Japan. The Goals Panel is strongly supporting the establishment of world-class education standards and a system of voluntary student assessments aligned to them. Once these standards and new assessment systems are in place, we will have better tools with which to judge our relative educational accomplishments and shortcomings.

3. Are American patterns of student achievement relative to other nations different in subjects like reading and geography from those in science and mathematics (Goals 3 and 4)?

The performance of American students on international mathematics and science examinations is fairly well known. Our achievement scores in mathematics, and to a lesser extent science, are below those of most other developed countries. Findings of this type have been relatively consistent for over 25 years, despite differences in the manner in which these comparative examinations have been conducted (Medrich & Griffith, 1992). (The most recent data, collected in 1990, on United States science and mathematics achievement vis-a-vis other nations are presented in Chapter 2 under the Goal 4 discussion).

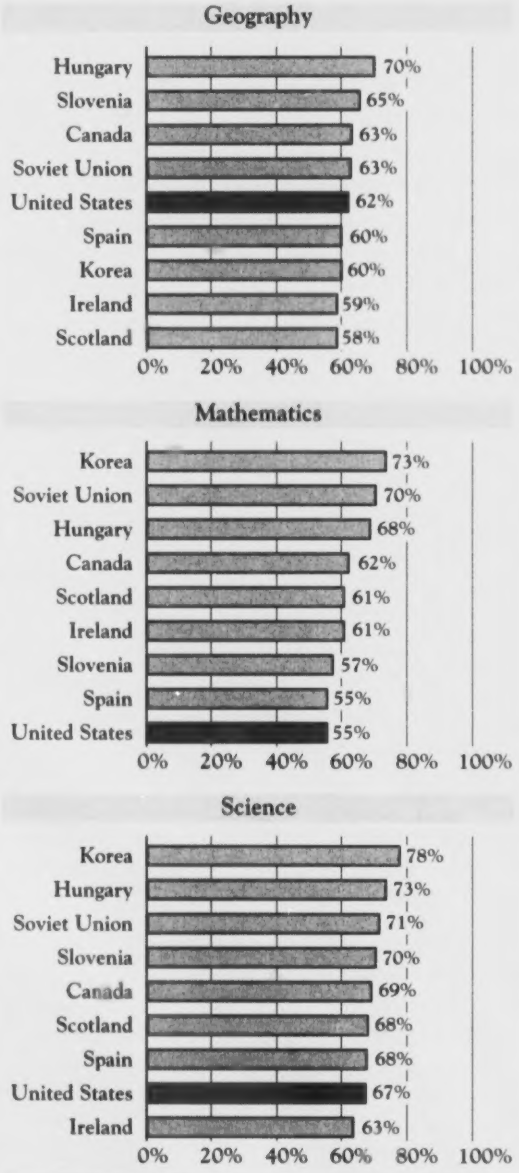
Limited international assessments of American student performance in other subject areas also exist. In 1991, nine nations participated in a survey of the geographic knowledge and skills of 13-year-olds. The 24 questions asked of these students were not intended to cover a full range of geographic information, concepts, and abilities, but to provide some initial insights into basic geographic knowledge and the factors that might account for it. While many developed nations participated in the study, unfortunately it did not include most of our major economic competitors.

Exhibit 4 summarizes the percentage of questions answered correctly by the 13-year-old students in nine countries who participated in the recent geography, mathematics, and science studies. Overall, United

Exhibit 4

Achievement Across Subjects

Average percent correct on geography, mathematics, and science items from the International Assessment of Educational Progress (IAEP), 1991



Relative to other nations, American students perform better in geography than in mathematics and science.

Source: Educational Testing Service, 1992

States performance in geography was on a par with most of the other participating nations. This contrasts with U.S. performance in mathematics and science, where U.S. achievement ranks at or near the bottom.

A recently completed international examination of basic reading skills (Elley, 1992) also revealed a relatively strong U.S. performance. As with geographic knowledge, this examination did not address a full range of reading abilities, but focused on basic literacy skills of 9- and 14-year-olds in 32 nations. The United States students ranked among the highest scoring countries for both age groups, with 9-year-olds performing particularly well.

These recent findings in geography and reading are noteworthy because they challenge conventional wisdom about United States educational performance. Does the relatively high United States standing on both assessments indicate that our learning weaknesses (relative to other industrialized nations) are more likely concentrated in science and mathematics?

Such a conclusion would be premature based on the available information, but these data do suggest that the basic skills of American students in reading and geography are probably competitive with other industrialized nations. However, because these studies cover a relatively narrow range of knowledge and skills (much narrower than the international assessments in science and mathematics), they paint only a limited picture of what U. S. and other students know and are able to do. We do not know how U.S. students would perform if more advanced skills were examined. If these are the skills that we really think matter, then international assessment instruments must adequately measure them before we can draw firm conclusions about our comparative educational standing.

4. Are there substantial differences in children's learning environments—both in and out of school—in nations whose educational performance exceeds our own (Goals 3, 4 and 6)?

Those who sponsor studies on international educational achievement are typically less interested in ranking the performance of different nations than in understanding why some systems produce higher achieving students than others. These studies provide important clues as to how both school and children's environments can affect educational achievement.

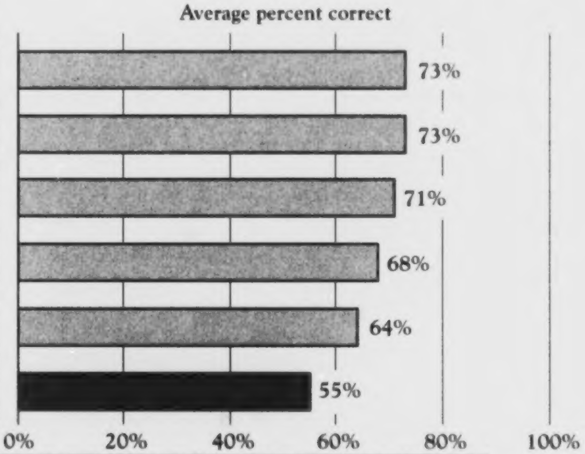
One consistent theme emerging from international comparative assessments is the prominent role of curriculum. International studies reveal first, that stu-

Exhibit 5

Mathematics Achievement and Instructional Time

Populations ranked by average percent correct on mathematics items from the IAEP, 1991

	Avg. total hours of instruction per year	Avg. minutes of math instruction per week
Korea	977	179
Taiwan	1,177	204
Switzerland	1,052	251
Hungary	658	186
France	1,073	230
United States	1,003	228



There is no simple, straightforward relationship between instructional time and mathematics achievement across countries.

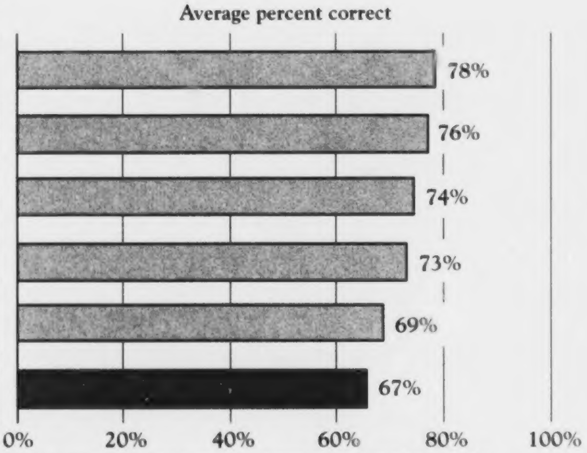
Source: Educational Testing Service, 1992

Exhibit 6

Science Achievement and Instructional Time

Populations ranked by average percent correct on science items from the IAEP, 1991

	Avg. total hours of instruction per year	Avg. minutes of science instruction per week
Korea	977	144
Taiwan	1,177	245
Switzerland	1,052	152
Hungary	658	207
France	1,073	174
United States	1,003	233



There is no simple, straightforward relationship between instructional time and science achievement across countries.

Source: Educational Testing Service, 1992

dents in different countries tend to learn what they are taught, and second, that students are taught different things in different countries. As was noted earlier, because U.S. mathematics students tend to be sorted early into different tracks based on presumed ability levels, American 8th graders are less likely than students in higher-performing nations to be taught algebra. Instead, American 13-year-olds are more likely to still be reviewing arithmetic concepts first taught in elementary school (McKnight, 1989) while the Japanese are exposing virtually all their pre-secondary-level students to advanced mathematical content (Burstein, 1990).

Sometimes international comparisons are interesting because a presumed relationship between an instructional characteristic and student achievement is less clear-cut than popularly assumed. The amount of time students spend in school and the time they spend on learning particular subjects are two such school system characteristics. Exhibit 5, based on data from the recently completed International Assessment of Educational Progress, displays mathematics achievement scores in six nations along with the average number of hours per year spent on instruction in these countries and how much of this time is specifically devoted to mathematics. Exhibit 6 presents similar information from the recent international science assessment.

There is no simple straightforward relationship across countries between instructional time and student achievement. Thirteen-year-olds in the United States, for example, received on average about four hours of mathematics instruction and another four hours of science instruction per week. This was more than their counterparts in most of the other nations depicted. Despite this, the United States ranked last among these countries in both science and mathematics achievement. The amount of time students spend on instructional activities is clearly less important than *what* is being taught, *how* it is being taught, and the non-school influences that affect student performance.

Despite the attention paid to what goes on in the classroom, students in all countries spend from 80 to 90 percent of their time outside of school. Influences from the home and larger community obviously can be expected to have a critical influence on educational achievement, explaining some of the differences in performance both within and between nations.

One such influence is the expectations parents have for their children's academic performance. Recent research by Stevenson and Stigler (1992) presents compelling evidence that United States parents have lower academic expectations for their children than parents in other nations whose educational performance exceeds our own. Parents of children in Minneapolis (U.S) schools tended to be very satisfied when their 5th graders were performing at the 60th percentile relative to other children in their city. Parents of students in Taipei (Taiwan) and Sendai (Japan), by contrast, were not very satisfied unless their children were scoring at or near the 80th percentile. Similarly, these parents were dissatisfied with their children's performance when it was slightly below the city average (40th percentile), while the Minneapolis parents indicated they were satisfied with that same level of performance for their children.

In light of these findings, it is not surprising that American students themselves tend to be more satisfied with their educational performance than students in other nations who outperform them. Such satisfaction can easily translate into decreased student motivation and, ultimately, decreased performance in school. Nor is it surprising that meaningful education reform is so difficult when those who should have the greatest personal stake in educational improvement (parents) are content with their children's mediocre performance levels.

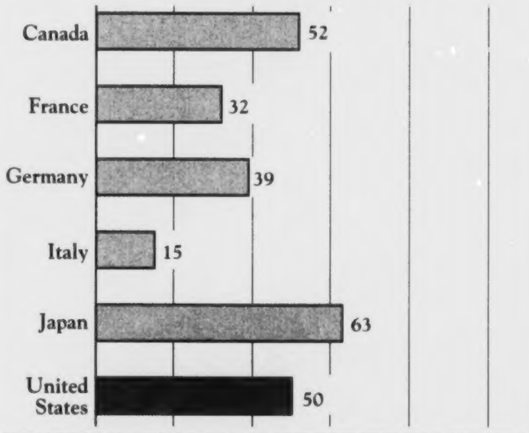
5. What percentage of young adults in other industrialized nations graduate with science and mathematics degrees (Goal 4)?

Because the United States has an extensive higher education system and is by far the largest of the world's highly industrialized nations, it grants many more degrees in science, mathematics, and engineering than other, competitor countries. According to international data, the United States awarded more undergraduate and graduate degrees in natural science, computer science, mathematics, and engineering than Canada, France, Germany, Italy, and Japan combined.

Exhibit 7

Science, Mathematics, and Engineering Degrees

Number of science, mathematics, and engineering undergraduate[1] degrees awarded (per 1,000 22-year-olds), 1988



Relative to population, the United States awards more undergraduate science, mathematics, and engineering degrees than Germany, but fewer than Japan.

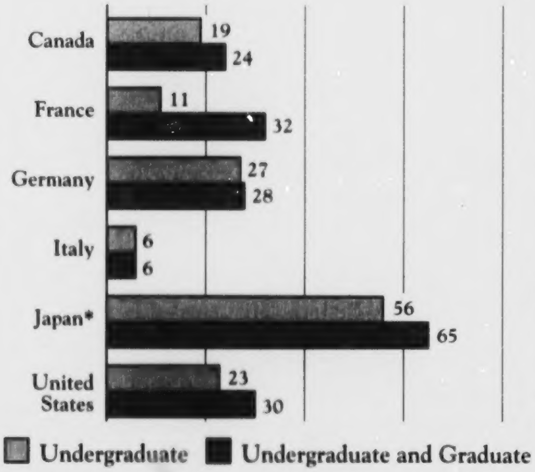
[1] The U.S. numbers are not comparable to those reported under Goal 4. See the technical notes in Appendix B for further explanation.

Source: Organization for Economic Cooperation and Development, 1992

Exhibit 8

Engineering Degrees

Number of engineering degrees awarded (per 1,000 22-year-olds), 1988



* Includes a small number of degrees in mathematics and computer science.

The U.S. ranks third among six industrialized nations in the number of engineering degrees awarded.

Source: Organization for Economic Cooperation and Development, 1992

However, when one takes into account the size of different countries, the number of United States science, mathematics, and engineering degrees being awarded becomes less impressive. As revealed in Exhibit 7, relative to its population, the U.S. awarded many more science, mathematics, and engineering degrees than France, Germany, and Italy, but 21% fewer than Japan. That country awarded 63 such undergraduate (Gakushi) degrees per 1,000 22-year-olds in 1988. Nearly 90% of these were in mathematics, computer science, and engineering.

Engineering would appear to be the area within the sciences where relative United States emphasis is weakest. As shown in Exhibit 8, the United States produces fewer undergraduates with engineering degrees (as a percentage of the population) than either Germany or (probably) Japan,[2] and fewer combined undergraduate and graduate engineering degrees than France or Japan.

Again, one must be careful in overinterpreting data of this type. They reveal nothing, for example, about the quality of higher education programs in different nations, much less their contributions to national productivity, economic growth, and an enhanced quality of life. The large number of students from other industrialized nations who come to the United States for undergraduate and advanced degrees in the sciences suggests that this country still possesses a "world-class" higher education system. However, it is also clear that we no longer live in a time where the United States is unique among industrialized nations in exposing large segments of its population to higher educational experiences in mathematics, science, and engineering.

6. How do the knowledge, skills, and attitudes of American workers compare with workers in nations against which we compete economically (Goal 5)?

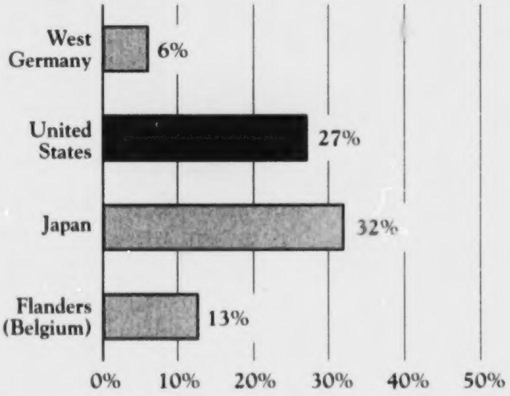
There is growing recognition in the industrialized world that national economic growth increasingly will depend upon having a skilled, knowledgeable, and motivated work-force. However, data describing current levels of worker knowledge, skills, and attitudes in different nations are still relatively weak.

In the absence of such data, we are largely left with anecdotes. For example, a German Siemens executive recently told U.S. visitors that the workers in his U.S. plants had skills more comparable to his workers in the developing world than to those operating in Germany. Compelling as this statement sounds, we have no idea how seriously to treat it. Is it more valid than the statement of a former Westinghouse executive to the effect that long-term German and American employees exhibited comparable skills, and that the Americans required less supervision and were more comfortable taking initiative? Recognizing the absence of systematic data on this question, the Goals Panel convened a task force of leaders in industry, academia, and government to advise it on a plan for the future collection and reporting of international work-force comparisons. Their recently published recommendations (National Education Goals Panel, 1992) will be considered by the Panel in future months.

Exhibit 9

Importance of Work

Percentage of workers reporting that work is "one of the most important things" in life



Data collected from 1989 to 1991.

American worker attitudes about the importance of work are comparable to workers in Japan and far surpass those in Germany.

Source: Cornell University, 1992

There is one aspect of international work-force competencies in which limited data do already exist. They come from a recent survey of nationally representative samples of workers in the United States, West Germany, Japan, and Belgium on their values, beliefs, and attitudes about work. Some of the findings, as shown in Exhibit 9, are instructive. For example, United States workers appear to have positive attitudes on the importance of work, comparable to their West German and Japanese counterparts. Twenty-seven percent of American workers consider

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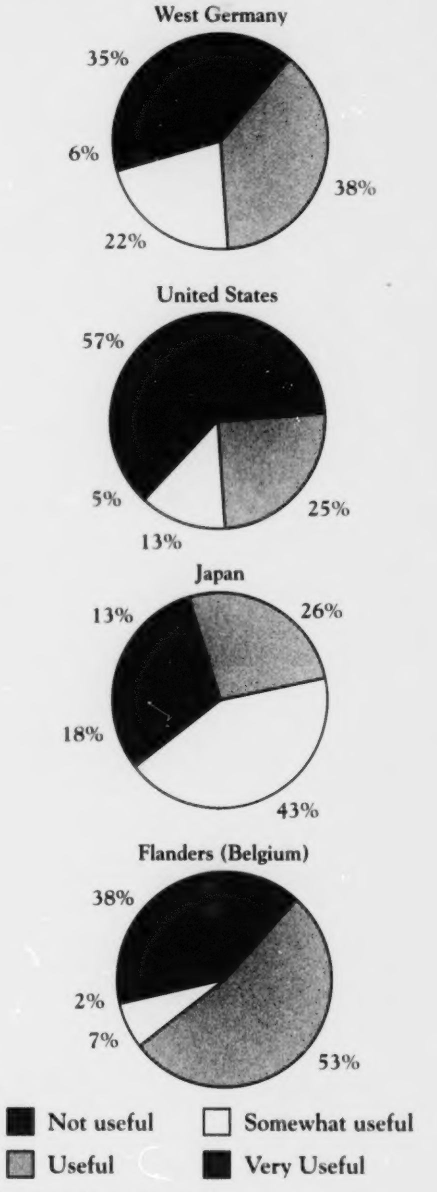
[2] The data for Japan include mathematics and computer science degrees as well as engineering. However, judging from the data in other countries, the number of these degrees represents a small portion of the reported total.

Exhibit 10

Attitudes About Future Work Skills

Percentage of workers rating the usefulness of their current skills five years in the future



Data collected from 1989 to 1991.

American workers are far more likely than their German and Japanese counterparts to predict that their current job skills will remain useful.

Source: Cornell University, 1992

work to be one of the most important things in their life, compared with 32 percent of Japanese workers and only 6 percent of West German workers. American workers are also more likely than either workers from West Germany or Japan to believe they should value their work "...even if it is boring, dirty, or unskilled." Comparable proportions of American, West German, and Japanese workers believe that all able-bodied citizens should contribute to society by working.

It is on attitudes about the changing nature of work, rather than its value, where American workers differ from their Japanese and West German counterparts. As revealed in Exhibit 10, relatively high proportions of Japanese and (to a lesser extent) West German workers expect a dynamic work environment in which their present skills will only be of limited use in five years. American workers, on the other hand, are more likely to anticipate a static environment where their current skills will remain useful in the future. Significantly, this finding on the attitudes of American workers parallels surveys of American industry. In one recent study, only 5% of employers are concerned about growing educational skill requirements associated with a changed economy (National Center on Education and the Economy, 1990). Thus, neither American workers nor their employers generally appear to anticipate a need to make a transition to a more highly skilled workplace.

Conclusion

From its inception, the National Education Goals process has recognized that in an increasingly global economy, educational excellence is the basic underpinning of economic vitality. Indeed, at the Charlottesville Education Summit launching this process, the President and the nation's Governors declared that "...the time has come, for the first time in U.S. history, to establish clear, national performance goals, goals that will make us internationally competitive." The commitment of each of the Panelists to measuring and reporting progress in achieving these Goals reflects a continued belief in their importance to our nation's future well-being.

This chapter has used recent international studies in education to place United States performance in each of the National Education Goal areas in an international context. Some of the findings are positive. Relatively high proportions of our citizens complete formal schooling at both the secondary and postsecondary levels. Our basic reading and geographic literacy rates appear comparable to other industrialized nations. We graduate large numbers of mathematicians, scientists, and engineers from our higher education institutions. And worker attitudes on the importance of their jobs compare favorably with those of workers in West Germany and are comparable with those of workers in Japan.

However, there is also much to be concerned about. American educational achievement deficiencies relative to other nations that we compete with may be present as early as first grade. Even more troubling, the gap in student achievement seems to grow as students get older. As other nations graduate larger proportions of their young people from high school, the historical edge we have had in graduation rates is slipping. Mathematics and science, two fields likely to have direct and profound impacts on our future economic productivity, also seem to be areas of particularly low relative student performance. American workers appear much less likely than their West German and Japanese counterparts to anticipate a need to upgrade their job skills in the coming years.

Perhaps more important than any of these individual findings is one that seems to cut across all of them. We are too complacent about our educational shortcomings—as students, as parents, and as workers. Satisfaction with mediocre levels of achievement and current job skills suggests a view of education as an obstacle to overcome rather than an investment paying dividends on our own future and that of our nation.

It is easy for Americans to assume that their educational performance is satisfactory and adequate in the absence of information to the contrary. That is why the Panel believes it is so important to create world-class education standards and a voluntary system of assessments aligned to them. Such standards, benchmarked against what our competitor nations expect in the way of educational performance, will clarify the performance outcomes we should expect from our educational system. Assessments aligned with the standards will then let us know how our own individual knowledge and skills "measure up" to the best in the world.

Complacency will be harder to accommodate under these conditions. By understanding the challenges that confront us, we will be more likely to address them successfully and to achieve the world-class levels of performance necessary to secure our future.

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Chapter 2:

Indicators for the 1992 Report

2000

1992

Part I:

Measuring National Progress Toward the Goals

2000

1992

Goal 1: Readiness for School

▶ ***By the year 2000, all children in America will start school ready to learn.***

The National Education Goals Panel recognizes that being ready to learn means more than having rudimentary academic skills such as recognizing letters of the alphabet and knowing how to count. Children also need to be healthy, a process that begins before they are born, and socially and emotionally ready for the world that will open up to them at school. As they enter school, they should be able to express their thoughts and experiences verbally to others and be willing and enthusiastic to learn about the world around them.

A large number of the very young do not enjoy a childhood that most adults would consider desirable. Many are not receiving the kind of parental support that enriches childhood. Poor children in particular (constituting about one-third of those enrolling in school each year) are less likely than children from wealthier families to be born healthy, to have routine health care, and to be enrolled in preschools.

Being "ready" begins long before a young child sits down with even a picture book. Unborn children exposed to drugs or poor diets are more likely to be low-birthweight. These children have higher incidences of special education placements, grade retention, and, eventually, school failure.

For too many children, the lessons of childhood are not those which lead to a lifetime of curiosity and a desire to learn. Less than one-half of preschoolers spend time with their parents regularly learning to enrich their language through reading or storytelling. Among children aged 3-8, it is the younger ones—those in preschool or kindergarten—who watch the most television.

Children who start school with health problems, limited language development, or a lack of curiosity are at greater risk of subsequent school failure than other children. Helping these children after they enter school is a costly remedy for failing to nurture them when they were very young.

However, assuring that every child is ready to learn is important beyond the money that would be saved. A commitment to meet this Goal would bring together families, communities, businesses, schools and other support resources for the purpose of giving all children the opportunities to become effective, competent learners. By sharing this common mission to nurture America's youngest citizens, we become a stronger society. And young children growing up in such a society, where childhood is protected and enriched, will be ready—even eager—to learn.

Goal 1: Readiness for School

What we have learned since the 1991 Report:

As was the case last year, the Goals Panel does not yet have a direct way to measure the nation's progress toward this Goal. However, to provide this information in the future, the Goals Panel has endorsed the development of an Early Childhood Assessment System for the nation. This system would collect information about a nationally representative sample of children—from their teachers, their parents, and from the children themselves—at several times during the kindergarten year. The information collected would address five critical dimensions of children's growth and readiness for learning. These are:

Physical Well-Being and Motor Development

- The various aspects of a child's health and physical growth, ranging from being rested, fed, properly immunized, and healthy, to the development of skills and abilities for running and jumping and using crayons and puzzles.

Social and Emotional Development

- The sense of personal well-being that allows a child to participate fully and constructively in classroom activities—by taking turns, following directions, working independently and as a group member, and developing friendships.

Approaches Toward Learning

- The qualities of curiosity, creativity, motivation, independence, cooperation, interest, and persistence that enable children from all cultures to get involved in and maximize their learning.

Language Usage

- The uses of oral and written language—talking, listening, scribbling, composing, and being read to—that enable children to communicate effectively with others and express their thoughts, feelings, and experiences.

Cognition and General Knowledge

- The familiarity with basic information, including patterns and relationships, causes and effects, and solving problems in everyday life.

What we still need to know:

Thus far, the Goals Panel has identified a need for information about each of these five dimensions of children's readiness, although we do not yet have an assessment instrument. Over the coming year the Panel will work with other individuals, agencies, and organizations to determine how such information might be regularly collected and reported in the future as part of an Early Childhood Assessment System. The Panel continues to believe strongly that such a system is necessary for parents, teachers, and the general public to know whether children are starting school ready to learn and whether reform efforts are helping them do so.

Goal 2: High School Completion

► ***By the year 2000, the high school graduation rate will increase to at least 90 percent.***

As we move to a high-skills society—as we must if we are to maintain our standard of living—then a high school diploma truly becomes only a minimum requirement for entry into the workforce. Yet the high school completion rate among American youth remains stubbornly consistent at about 85 percent, counting those up to age 24 who either complete a regular high school program or obtain a diploma through alternative programs.

A generation ago, dropping out of school was not an insurmountable barrier to making a living. Today's young dropouts face a different world. Employment opportunities are expanding for those with higher skill levels—those most able to adapt to technical changes—and rapidly disappearing for those with only rudimentary skills. The individual youth who left school before graduating in 1990 can expect to earn less than one-half as much as a similar youth in 1973. Over a lifetime he or she will earn, on average, $200,000 less than a high school graduate.

These individual decisions to drop out—made by approximately 350,000 youth in grades 10-12 each year—have enormous economic consequences for society as well. One-half of the heads of households on welfare failed to finish high school. Of the more than 1.1 million persons incarcerated in 1990, 82 percent were high school dropouts. The average annual cost of supporting one prisoner—$22,500 a year—would provide six children with a year of Head Start. It is much more cost-effective to provide the learning environment and support that enable young people to complete school, rather than pay for the consequences of their decisions to drop out.

However, decisions to drop out have more than economic consequences. Dropouts lose connections to adults and influences that can create purposefulness in their lives—the possibilities for careers, the skills for lifelong learning, healthy choices for themselves, and responsible choices on behalf of others.

As new data show, a young person who drops out of school does so for personal reasons as well as for school-related ones. Many say that they would return to complete their high school education if schools could accommodate their personal needs, such as tutoring or night-time and weekend classes. Appreciation of the reasons why students drop out is necessary if we are to make serious progress toward achieving Goal 2.

Goal 2: High School Completion

What we have learned since the 1991 Report:

The 1992 Goals Report updates information on the percentages of 19- to 20-year-olds and 23- to 24-year-olds who received a high school credential, both overall and by race/ethnicity. Major new findings include:

- In 1991, the high school completion rate for 19- to 20-year-olds and 23- to 24-year-olds was 85%. Although the completion rates for both age groups dropped by one percentage point from their 1990 levels, these differences were not statistically significant. (See Exhibit 11.)

- Between 1975 and 1991, high school completion rates for 19- to 20-year-olds improved nine percentage points for Blacks, three percentage points for Whites, and two percentage points overall. Completion rates for Hispanics have remained consistently lower than the rates for other groups. (See Exhibit 12.)

What we still need to know:

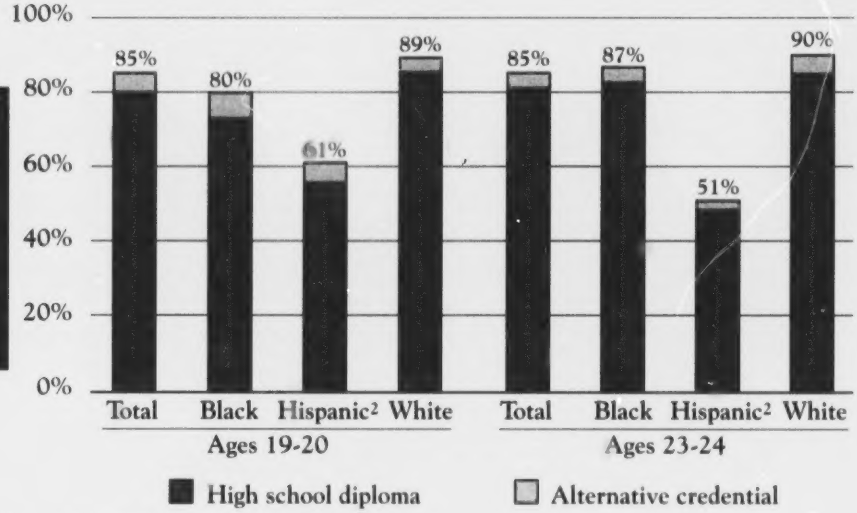
In Part III of this report, we present 1990 Decennial Census data on the number of students completing and dropping out of school in individual states. However, these data cannot be updated until the next administration of the Census in the year 2000. The Goals Panel has recommended the creation of a Voluntary State/Local Student Record System that would eventually permit comparable state high school completion and dropout data to be reported on a regular basis. Because such a system will take years to develop and implement fully, the Panel will pursue other ways to obtain comparable state high school completion and dropout rates before the end of this decade.

The high school completion rate in 1991 was 85% for 19- to 20-year-olds and 23- to 24-year-olds. Rates for Black and White students were substantially higher than the rate for Hispanics.

Exhibit 11

High School Completion Status

Percentage of young adults[1] with high school credential, 1991



[1] Does not include those still enrolled in high school.
[2] Hispanic rates may vary more than rates for other groups because of a small sample size.

Change Since 1990[1]

Percentage of young adults[2] with high school credential:

	19- to 20-year-olds		23- to 24-year-olds	
	1990	1991	1990	1991
Total	86	85	86	85
Black	83	80	86	87
Hispanic[3]	63	61	56	51
White	89	89	90	90

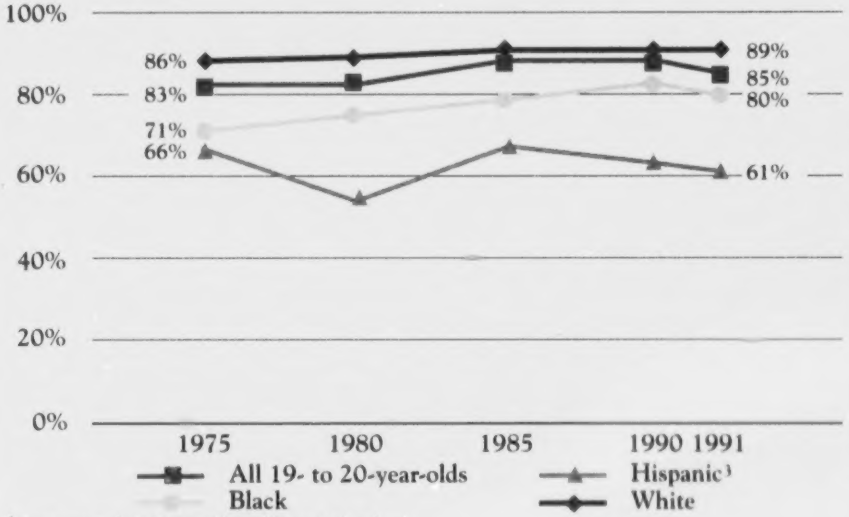
[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.
[2] Does not include those still enrolled in high school.
[3] Hispanic rates may vary more than rates for other groups because of a small sample size.

Source: National Center for Education Statistics, 1991 and 1992
This exhibit updates and modifies information initially presented in the 1991 Goals Report.

Exhibit 12

High School Completion Trends

Percentage of 19- to 20-year-olds[1] with a high school credential,[2] 1975 to 1991



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[1] Does not include those still enrolled in high school.

[2] Includes traditional high school diploma and alternative credential.

[3] Hispanic rates may vary more than rates for other groups because of a small sample size.

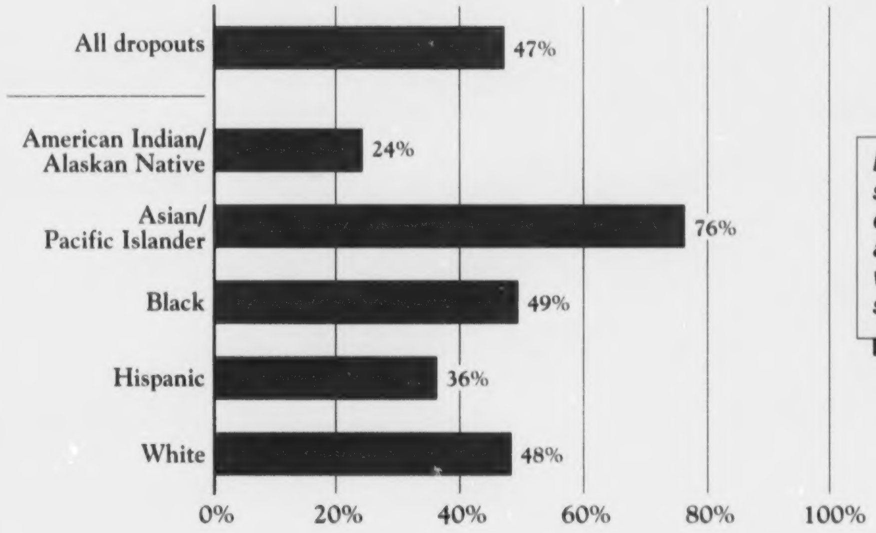
Source: National Center for Education Statistics, 1991 and 1992
This exhibit updates and modifies information initially presented in the 1991 Goals Report.

Between 1975 and 1991, high school completion rates improved nine percentage points for Blacks, three percentage points for Whites, and two percentage points overall. However, completion rates for Hispanics have remained consistently lower than the rates for other groups.

Exhibit 13

Dropouts Who Returned to High School

Percentage of 1980 sophomores who dropped out, but then returned and completed high school by 1986



Source: National Center for Education Statistics, 1989
This exhibit repeats information initially presented in the 1991 Goals Report.

Nearly half of the 1980 sophomores who dropped out returned and completed high school within the following six years.

Goal 3: Student Achievement and Citizenship

▶ ***By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.***

The National Education Goals were created out of concern that American students will be ill-prepared for the 21st century if present conditions persist. Today too few students attain high achievement, our standards generally do not match those of the education systems in most developed nations, and no one feels accountable for results. Some of the new data in this Report are quite discouraging. In 1988, for example, about one-quarter of all 8th graders had not mastered the most fundamental everyday science knowledge. Two years later, 45 percent of this same group (now in the 10th grade) had still not mastered this knowledge. Results were similar in mathematics and reading.

Goal 3 states that all students should move on at critical points in their education with the requisite knowledge and ability. This means that we need:

- *National content and student performance standards that (a) reflect what we believe all students should know and be able to do at designated grade levels, and (b) match or surpass standards for student achievement in other developed countries*. These efforts are now under way. New standards in mathematics paved the way for the current development of high standards in other academic areas, including civics education and the arts.

- *A voluntary system of assessments that is aligned with these national standards*. Our tests must measure for the outcomes we want—students who can use knowledge for problem-solving, who have mastered content far beyond the so-called basics, and who are able to infer and create new knowledge. Developing such assessments is a complex task. However, many of the nation's leading researchers and educators are collaborating to solve the problems presented by the creation of more challenging assessments.

By establishing a National Education Standards and Assessments Council (NESAC), the Goals Panel intends to ensure that national content and student performance standards and a voluntary system of assessments aligned to them are developed. In the long run, their most significant contribution may be in fundamentally changing how we think of schooling. Opinion polls consistently indicate parents' satisfaction with the schools their children attend and a demand for narrowly defined education in the "basics." Certainly, every student should—and can—master basic skills. Just as certainly, the public—and especially parents—needs to expect much more.

To achieve Goal 3, all teachers need to carry their students beyond the minimum and motivate them to excel through challenging content and appropriate teaching strategies. All students should expect to work hard. And perhaps most important of all, the public and parents should support them with an unflagging commitment to a superior education system.

Goal 3: Student Achievement and Citizenship

What we have learned since the 1991 Report:

The 1992 Goals Report updates information on the number of students taking Advanced Placement examinations in the core subject areas, and presents new information on the percentage of young adults who perform community service and who vote. Major new findings include:

Advanced Placement Results

- For every 1,000 11th and 12th graders in 1992, 78 Advanced Placement examinations were taken in the core subjects, an increase of six since 1991. Nearly two-thirds of the examinations were graded at 3 or above, which is generally high enough to make students eligible for college credit. (See Exhibits 18 and 19.)

Citizenship

- Regardless of students' sex, race/ethnicity, socioeconomic status, or the urbanicity of their schools, students seldom perform community service. In 1990, nearly eight out of ten 10th graders reported that they rarely or never performed community service. (See Exhibit 21.)

- Between 1976 and 1988, the percentage of 18- to 20-year-olds who registered to vote and who actually voted remained fairly steady at about 50 and 35 percent, respectively. (See Exhibit 23.)

What we still need to know:

We still need to know how U.S. student competency in challenging subject matter measures up against world-class standards. To help accomplish this, the Goals Panel recently adopted a charter for a National Education Standards and Assessments Council (NESAC). Its purpose will be to coordinate the development of national education standards and a voluntary system of assessments aligned to them. The Panel is also seeking more frequent sample-based national and state assessments that measure progress in core subjects and other areas (e.g., the arts, foreign languages, and citizenship/government), and will be reviewing the technical merits of achievement levels set by the National Assessment Governing Board for measuring such progress.

Achievement Level Data
from the 1990 National Assessment of Educational Progress (NAEP)

The data shown in Exhibits 14-17 are repeated from the 1991 National Education Goals Report and should be interpreted with caution. They are the result of a first-time effort by the National Assessment Governing Board (NAGB) to establish achievement levels based on the 1990 National Assessment of Educational Progress (NAEP). These levels are derived from judgments about student competence made by educators and other individuals from around the country.

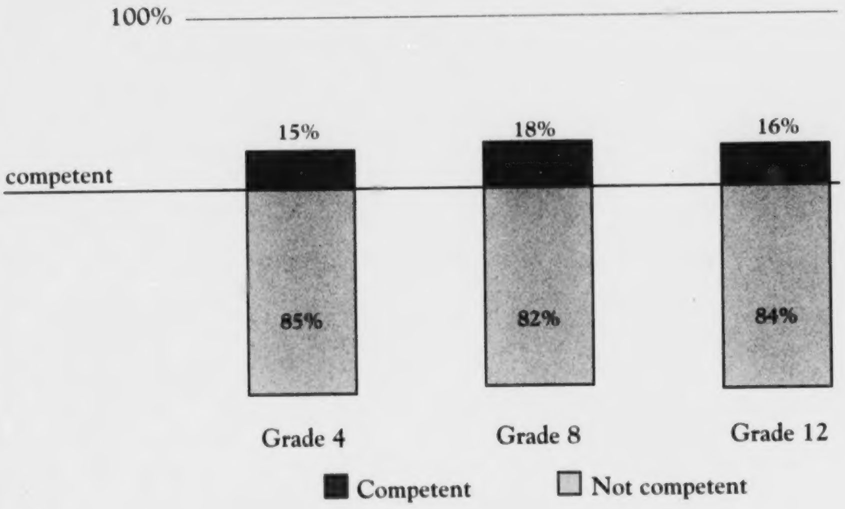
Although the findings about student competency contained in the following exhibits reflect the best direct measures of achieving Goal 3 that are currently available, they may not be entirely accurate. Evaluations conducted since the data were first released suggest that the method used for arriving at the achievement levels may have been flawed. To interpret these data, please consult the descriptive paragraphs included in Appendix B, which summarize the kind of NAEP items actually mastered at each achievement level.

A modified NAGB procedure for determining student achievement levels is being applied to the 1992 NAEP assessments of mathematics, reading, and writing. The procedure and its results are currently being evaluated, and we hope to be able to report improved measures of achievement in future National Education Goals Reports.

Exhibit 14

Competency in Mathematics

Percentages of 4th, 8th, and 12th graders who are competent[1] in mathematics, 1990



[1] A complete description of "competency" can be found in Appendix B.

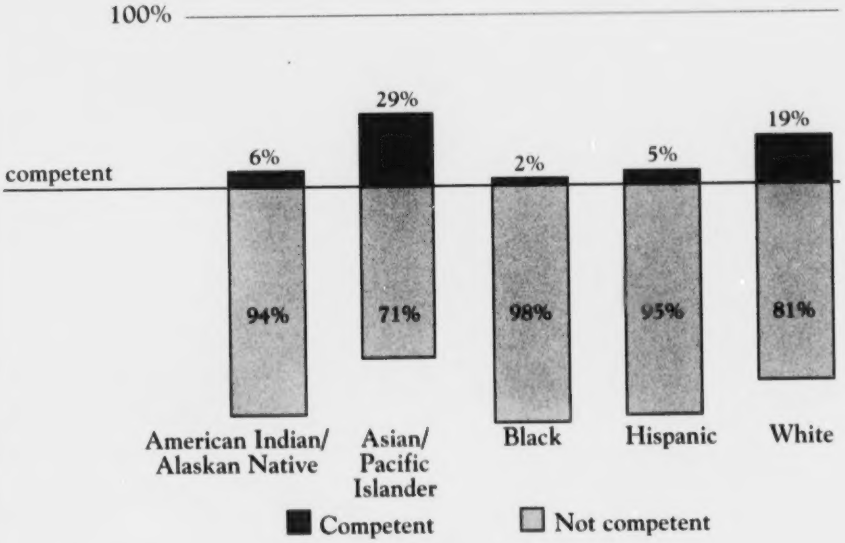
Source: National Assessment Governing Board, 1991
This exhibit repeats information initially presented in the 1991 Goals Report.

Fewer than one out of every five students in Grades 4, 8, and 12 has reached the National Education Goal of demonstrating competency in mathematics.

Exhibit 15

Competency in Mathematics - Grade 4

Percentage of 4th graders who are competent[1] in mathematics, 1990



[1] A complete description of "competency" can be found in Appendix B.

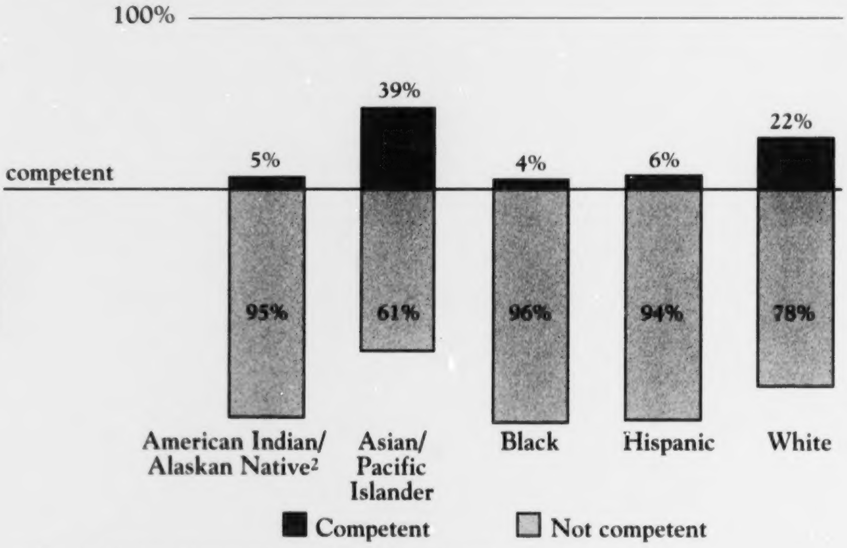
Source: National Assessment Governing Board, 1991
This exhibit repeats information initially presented in the 1991 Goals Report.

In Grades 4, 8, and 12, mathematics competency varied considerably among race/ethnic groups.

Exhibit 16

Competency in Mathematics - Grade 8

Percentage of 8th graders who are competent[1] in mathematics, 1990



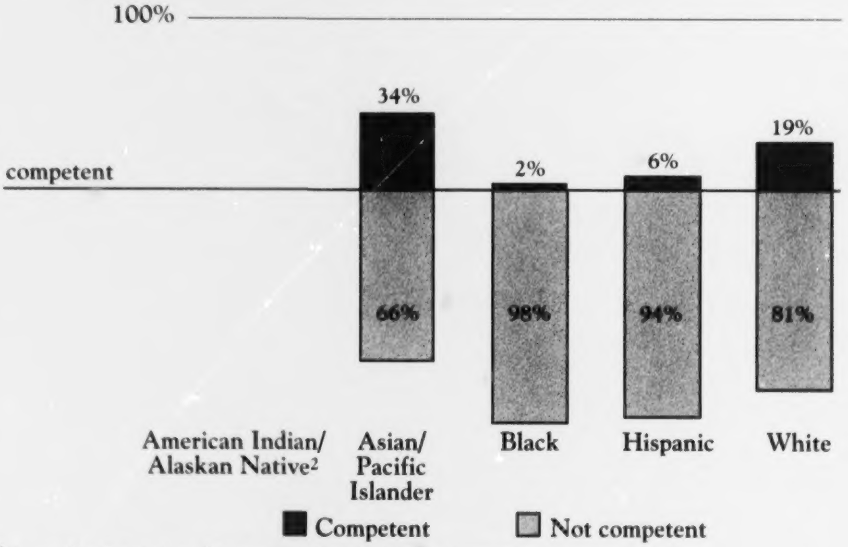
[1] A complete description of "competency" can be found in Appendix B.
[2] Should be interpreted with caution, since sample size does not allow accurate estimate of sample variability.

Source: National Assessment Governing Board, 1991
This exhibit repeats information initially presented in the 1991 Goals Report.

Exhibit 17

Competency in Mathematics - Grade 12

Percentage of 12th graders who are competent[1] in mathematics, 1990



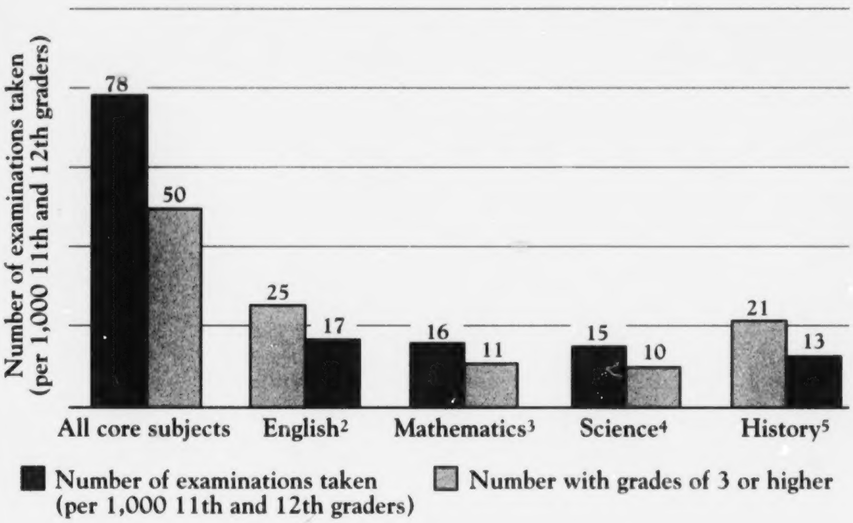
[1] A complete description of "competency" can be found in Appendix B.
[2] Sample size is insufficient to permit reliable estimate.

Source: National Assessment Governing Board, 1991
This exhibit repeats information initially presented in the 1991 Goals Report.

Exhibit 18

Advanced Placement Results – Core Subjects

Number of examinations taken (per 1,000 11th and 12th graders) in core subjects, and number receiving grades of 3 or higher,[1] 1992



[1] A grade of 3 or higher is generally high enough to make students eligible for college credit.
[2] Includes Language & Composition and Literature & Composition.
[3] Includes Calculus AB and Calculus BC.
[4] Includes Biology, Chemistry, Physics B, Physics C (Mechanics), and Physics C (Electricity and Magnetism).
[5] Includes U.S. History and European History.

For every 1,000 11th and 12th graders enrolled in 1992, 78 Advanced Placement examinations were taken in the core subjects. Nearly two-thirds were graded at 3 or above, which is generally high enough to make students eligible for college credit.

Change Since 1991

Number of Advanced Placement examinations taken (per 1,000 11th and 12th graders) in core subjects, and number receiving grades of 3 or higher:

	Total number taken[1]		Number with grades below 3		Number with grades of 3 or higher	
	1991	1992	1991	1992	1991	1992
All core subjects	72	78	26	28	45	50
English	23	25	8	8	16	17
Mathematics	15	16	5	5	10	11
Science	13	15	5	6	9	10
History	20	21	9	9	11	13

[1] Numbers with grades of 3 or higher and numbers with grades below 3 may not always add to total number taken due to rounding.

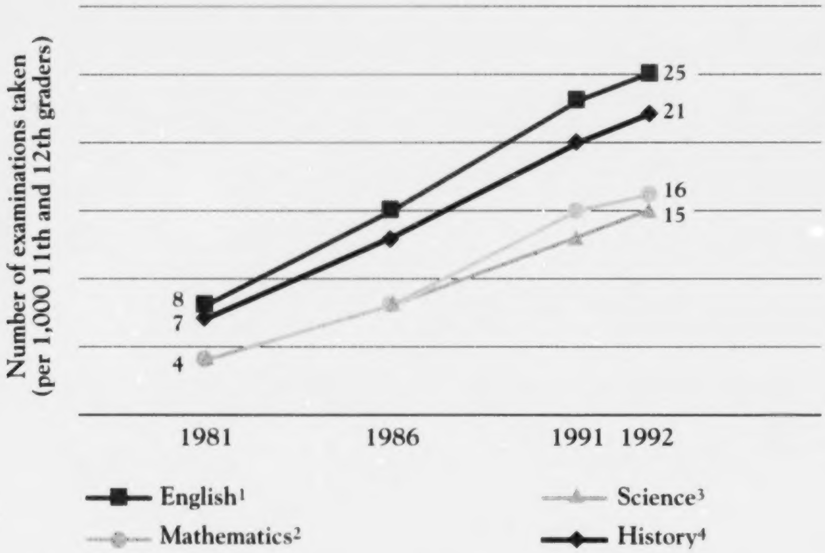
Between 1991 and 1992, the number of Advanced Placement examinations taken (per 1,000 11th and 12th graders) in the core subjects increased from 72 to 78. The number with grades of 3 or higher increased by five.

Source: The College Board, 1991 and 1992
This exhibit updates and modifies information initially presented in the 1991 Goals Report.

Exhibit 19

Trends in Advanced Placement Examinations – Core Subjects

Number of examinations taken (per 1,000 11th and 12th graders) in core subjects, 1981 to 1992



[1] Includes Language & Composition and Literature & Composition.
[2] Includes Calculus AB and Calculus BC.
[3] Includes Biology, Chemistry, Physics B, Physics C (Mechanics), and Physics C (Electricity and Magnetism).
[4] Includes U.S. History and European History.

Source: The College Board, 1991 and 1992
This exhibit updates and modifies information initially presented in the 1991 Goals Report.

	1986	1992	% Change
Total	262,454	428,793	63%
American Indian/ Alaskan Native	607	1,807	198%
Asian/Pacific Islander	22,957	57,527	151%
Black	6,892	16,215	135%
Hispanic	6,442	17,702	175%
White	187,851	301,753	61%
Other/Not Stated	37,705	33,789	– 10%

Between 1986 and 1992, the numbers of Advanced Placement examinations taken in the core subjects increased by 63%. Rates of increase were highest among minority groups.

Exhibit 20

Knowledge of Civics

Percentages of 4th, 8th, and 12th graders scoring at or above four levels,[1] 1988

	Level 200	Level 250	Level 300	Level 350
Grade 4				
All Students	**71%**	**10%**	**<1%**	**<1%**
Black	49%	2%	<1%	<1%
Hispanic	51%	4%	<1%	<1%
White	80%	12%	<1%	<1%
Grade 8				
All Students	**94%**	**61%**	**13%**	**<1%**
Black	91%	41%	4%	<1%
Hispanic	89%	41%	3%	<1%
White	96%	69%	16%	1%
Grade 12				
All Students	**99%**	**89%**	**49%**	**6%**
Black	97%	77%	23%	1%
Hispanic	98%	79%	30%	3%
White	99%	93%	55%	7%

[1] Examples of what students performing at various levels of the National Assessment of Educational Progress typically know and can do:

Level 200: Recognize the existence of civic life
Level 250: Understand the nature of political institutions and the relationship between citizen and government
Level 300: Understand specific government structures and functions
Level 350: Understand a variety of political institutions and processes

Complete descriptions of each level can be found in Appendix B.

Source: Educational Testing Service, 1990
This exhibit repeats information initially presented in the 1991 Goals Report.

In 1988, nearly all 12th graders had a basic knowledge of civics, such as elections, laws, and constitutional rights. However, only about half understood specific government structures and functions, such as separation of powers, and only 6% had a detailed knowledge of institutions of government, such as the Cabinet and the judiciary.

Exhibit 21

Community Service

Percentage of 10th graders reporting that they performed community service, 1990

Regardless of students' sex, race/ethnicity, socioeconomic status, or the urbanicity of the schools they attend, students seldom perform community service. In 1990, nearly eight out of ten 10th graders reported that they rarely or never performed community service.

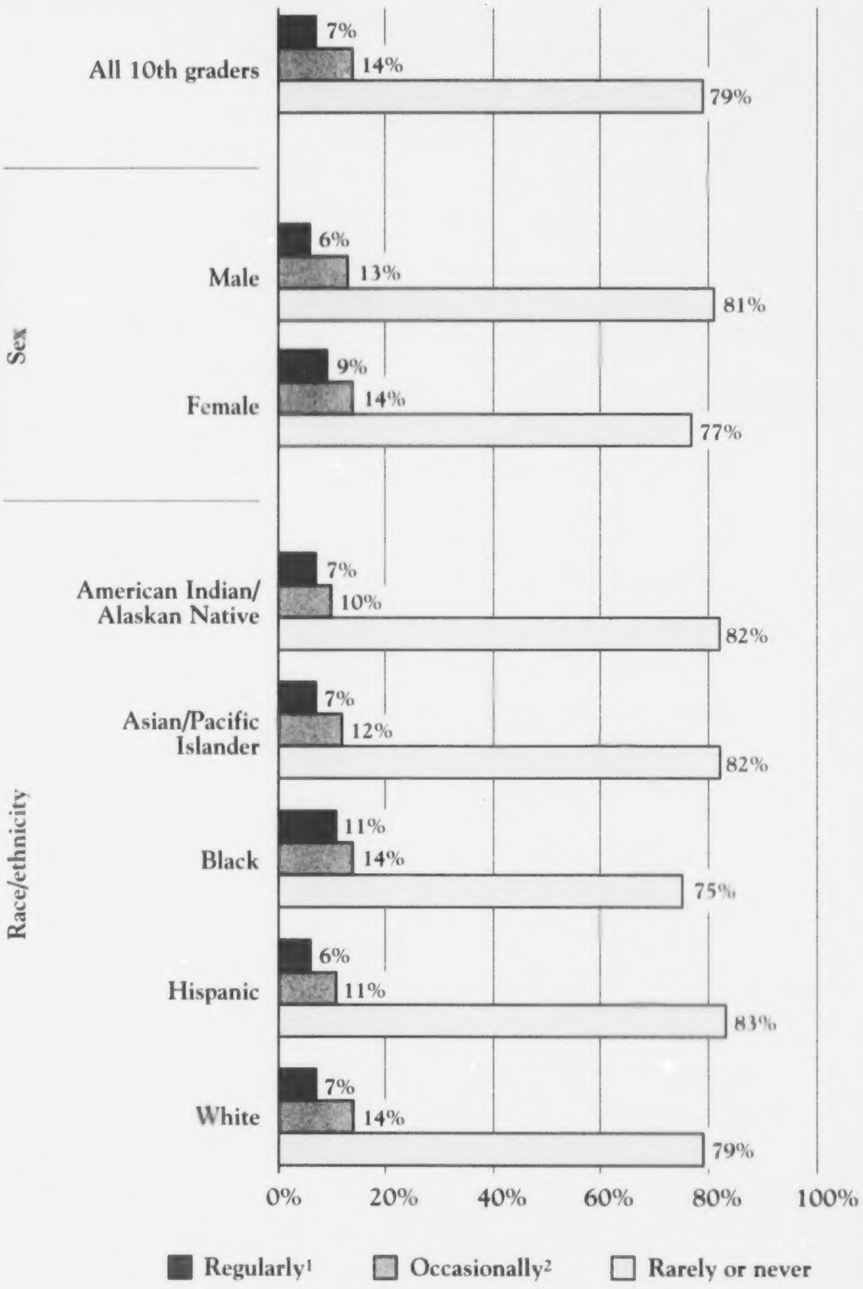
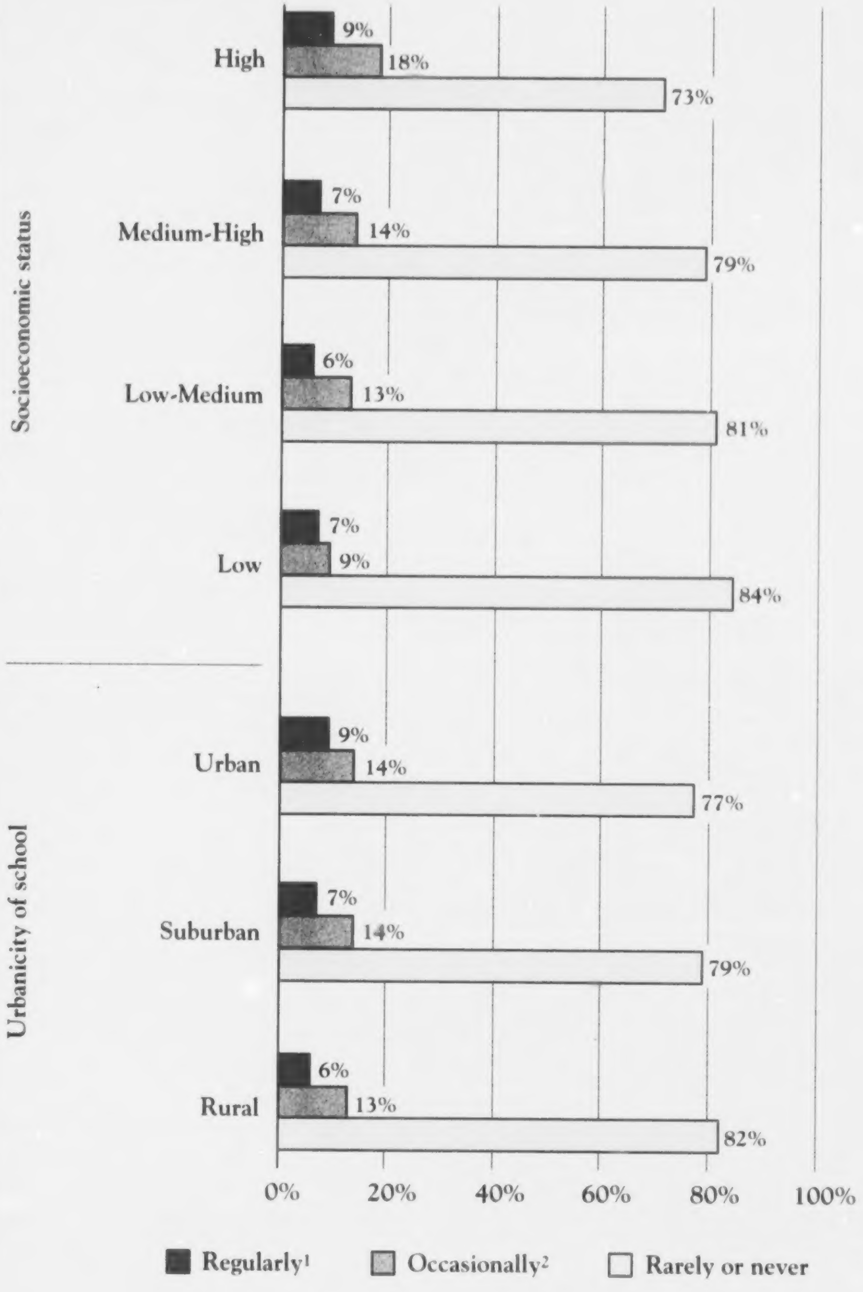


Exhibit 21 (continued)

Community Service

Percentage of 10th graders reporting that they performed community service, 1990



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[1] Regularly = "Every day or almost every day" and "Once or twice a week" combined.

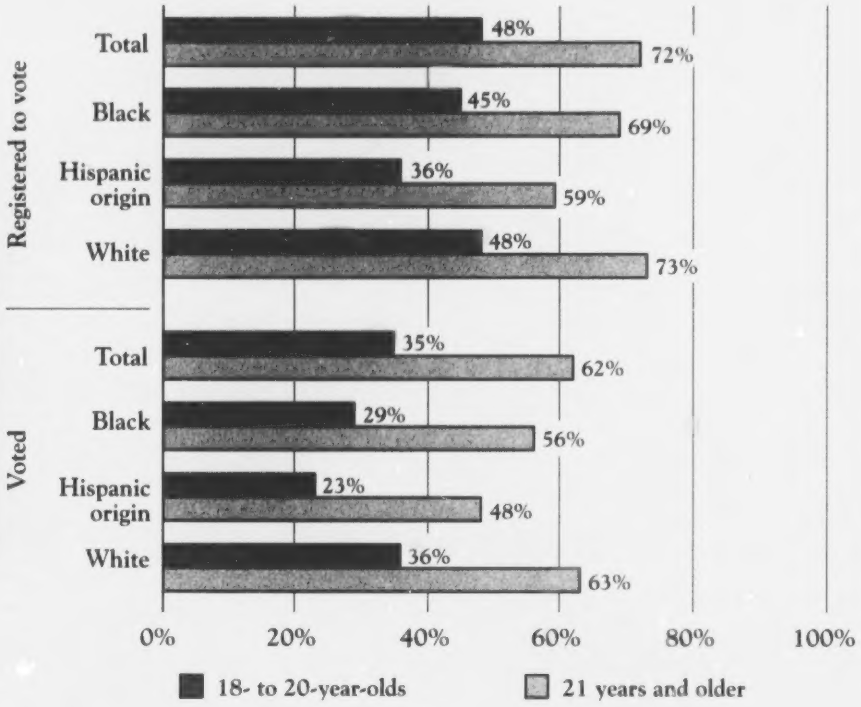
[2] Occasionally = "Less than once per week."

Source: National Center for Education Statistics and Management Planning Research Associates, Inc., 1992

Exhibit 22

Young Adult Voter Registration and Voting

Percentage of all U.S. citizens 18 to 20 years old and 21 years and older who registered to vote and who voted, 1988



Voter registration and voting are much higher among older populations than among younger ones. In 1988, nearly half of all U.S. citizens 18 to 20 years old were registered to vote, compared to 72% of those 21 years and older. Slightly more than one-third of 18- to 20-year-olds actually voted, while 62% of those 21 years and older voted.

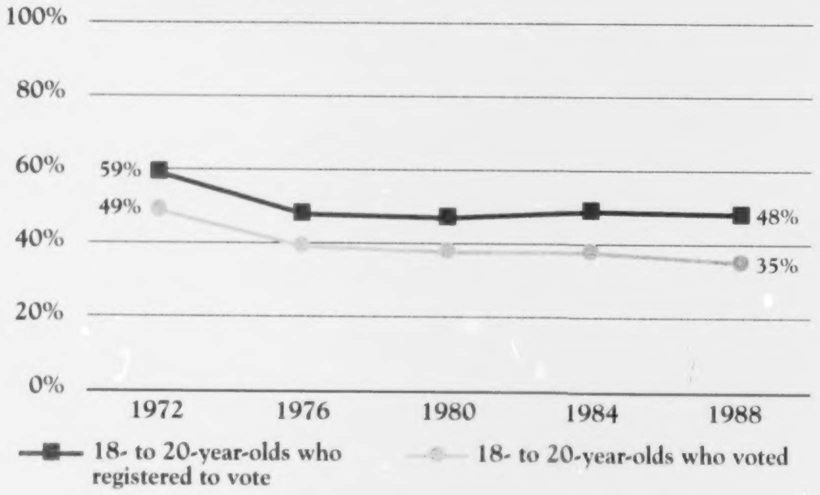
Source: Bureau of the Census, 1989

This exhibit modifies information initially presented in the 1991 Goals Report on voter registration and presents new information on voting.

Exhibit 23

Trends in Young Adult Voter Registration and Voting

Percentage of all U.S. citizens 18 to 20 years old who registered to vote and who voted, 1972 to 1988



Between 1972 and 1976, the percentage of 18- to 20-year-olds who registered to vote and who actually voted dropped substantially. Between 1976 and 1988, the rates have remained fairly steady.

Source: Bureau of the Census, various years

Goal 4: Science and Mathematics

By the year 2000, U.S. students will be first in the world in science and mathematics achievement.

Nearly every day the front page of a newspaper or the evening television news describes an event that requires clear, informed thinking about science or mathematics. While it is important for us to be knowledgeable in a broad range of subjects, science and mathematics are particularly vital in the decisions we make in jobs, use of resources, health, and everyday consumer activities. Our nation's ability to compete globally rests upon strong science and mathematics skills and our ability to apply this knowledge to emerging technologies. That is why Goal 4 is unequivocal—it sets the very highest standard possible.

Yet positive student attitudes about science and mathematics decline precipitously as students grow older. International and national assessments reflect this loss. Our 9-year-olds perform relatively well in science and mathematics, but by age 13 their knowledge of mathematics and science is well behind that of students from countries in both Europe and Asia.

Surveys of students and parents indicate a prevailing attitude in this country that science and mathematics are not important subjects for most students and that high achievement results from "having the right genes," not from hard work.

Contributing to this attitude is a long-term tendency of American schools to minimize the importance of science and mathematics instruction, especially in the early grades. Only 15 percent of all 4th graders, for example, receive instruction from a teacher who has been specially trained to teach mathematics. Less than one-fourth of elementary teachers feel qualified to teach specific sciences. Even at the high school level, about 20 percent of science teachers and 30 percent of mathematics teachers have degrees outside the fields in which they are teaching.

Outmoded instruction may also play a part in why students gradually lose interest in science and mathematics. Three years ago the National Council of Teachers of Mathematics recommended that all students should use computers and calculators in classes, but only 21 percent of 8th graders now have computers in their classrooms, and only 30 percent use calculators regularly.

For our students to be well-informed and competent, science and mathematics knowledge must become "basic" in this country. It is as important for individuals as it is for the nation as a whole if we are to prosper. This is why so much effort is going into developing higher curriculum standards for all students in science and mathematics, ones that foster critical thinking, application of knowledge, and integration of technology. The goal is to be more than just adequate. It is to be excellent, to be the best.

Goal 4: Science and Mathematics

What we have learned since the 1991 Report:

The 1992 Goals Report presents 1991 science and mathematics achievement information on students from the U.S. and five other nations. New findings include:

- American 13-year-olds were outperformed by students in Hungary, Korea, and Taiwan in three out of four areas tested in an international science assessment in 1991. American students were also outperformed by students in Korea, Switzerland, and Taiwan in all areas tested in a 1991 international mathematics assessment, and by students in France and Hungary in four out of the five areas tested. (See Exhibit 24.)

What we still need to know:

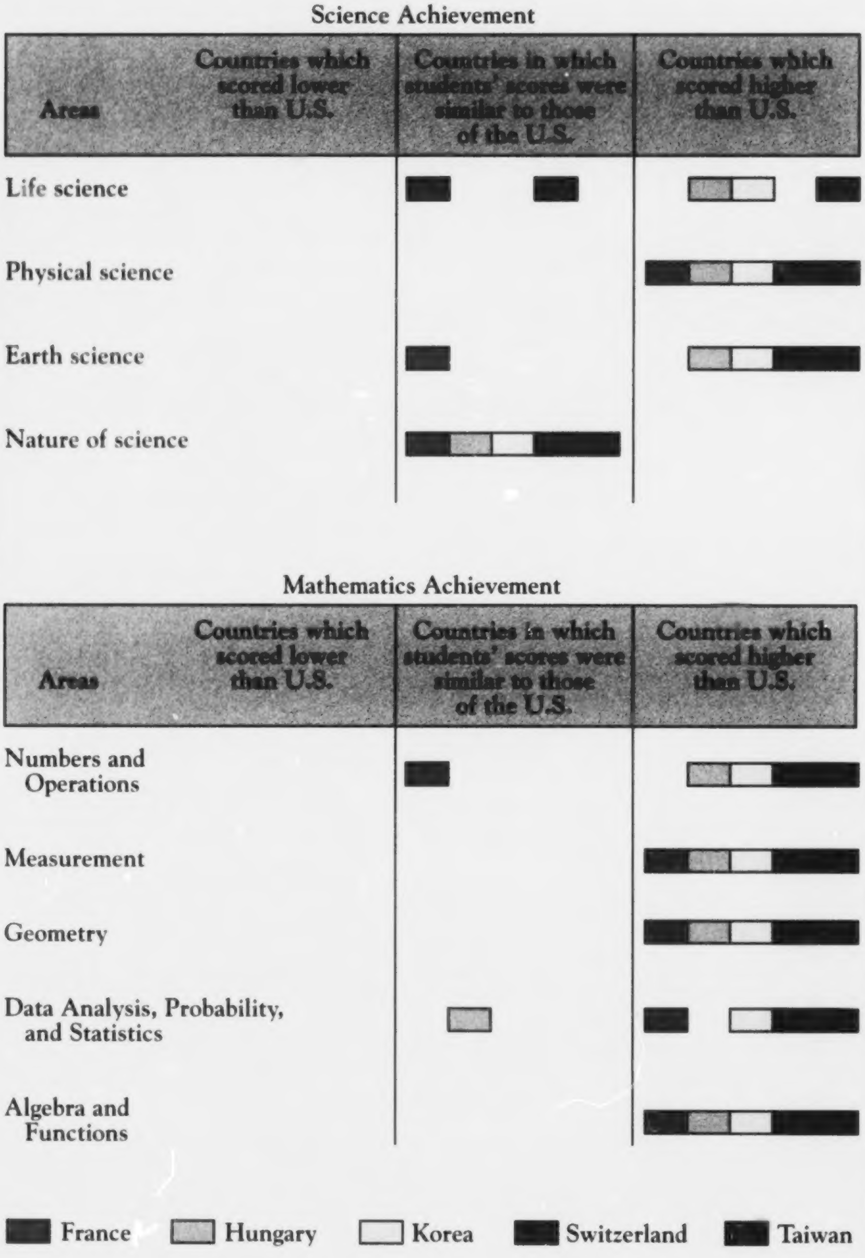
There is continuing need to ensure the quality and integrity of international assessments if future comparisons of U.S. students in mathematics and science are to be made to students around the world. To meet this Goal, the Goals Panel will work with appropriate agencies in the U.S. and other countries to promote the highest technical quality and usefulness of future international comparisons of student mathematics and science achievement. The Goals Panel will promote research that clarifies current standards in mathematics and science around the world, assessments sensitive to those standards, and achievement data that can be directly related to the attainment of such empirically established world-class standards.

American 13-year-olds were outperformed by students in Hungary, Korea, and Taiwan in three out of four areas tested in an international science assessment in 1991. American students were also outperformed by students in Korea, Switzerland, and Taiwan in all areas tested in a 1991 international mathematics assessment, and by students in France and Hungary in four out of the five areas tested.

Exhibit 24

International Science and Mathematics Achievement Comparisons

Performance of 13-year-olds from five countries[1] in relation to U.S., 1991



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[1] Students from Brazil, Canada, China, England, Ireland, Israel, Italy, Jordan, Mozambique, Portugal, Scotland, Slovenia, the Soviet Union, and Spain also participated in this assessment.

Source: Educational Testing Service, 1992

Goal 5: Adult Literacy and Lifelong Learning

▶ ***By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.***

Lifelong learning has never been more important. With the speed and scope of change taking place in technology and around the world, the skills needed to be an effective worker and citizen are rapidly increasing in complexity. To survive and prosper, Americans must choose to value and invest in continued learning. Any other choice has serious consequences for individuals and for society.

Most Americans today can write and compute on a simple level. However, literacy standards in today's environment require more. It means having higher levels of knowledge, an ability to use that knowledge in practice, and an unprecedented interest in continuing education. For the 85 percent of the work force of the year 2000 who are already in the pool, current knowledge and skill levels cannot assure them—or American industry—of higher productivity.

Successful American businesses are learning from their overseas competitors that greater productivity depends upon higher worker skills and the creation of a high-performance work environment. Still, the American public is not sure how higher literacy relates to their own standard of living. They are worried about the economy and our competitiveness, but often they fail to see the link between further adult learning and either their own security or that of the country.

According to data in this report, businesses provide more training than any other sector—but primarily to those already well-educated. In the past eight years, while the percentage of workers participating in formal training to improve their current skills increased somewhat (from 35 percent to 41 percent), most of those upgrading their skills were in white-collar and mid-career jobs. Yet it is entry-level workers and those in low-wage jobs who are most likely to believe that their current skills will become obsolete in five years.

If the degree of post-secondary education is a measure of personal investment in learning, the American experience is noteworthy. Over one-fourth of young adults have completed four years of college. Nearly half have completed two years. However, we need to know more than just how many students complete college. We need a clearer understanding of the knowledge and skills these graduates attain and how they relate to the demands of a world marketplace and the rights and responsibilities of citizenship.

To believe in the value of lifelong learning is to believe in being a literate adult, possessing internationally competitive knowledge and skills in the workplace, and being an informed and engaged citizen. That is a choice with excellent consequences for all.

Goal 5: Adult Literacy and Lifelong Learning

What we have learned since the 1991 Report:

The 1992 Goals Report presents no new information in this section. Exhibits on Literacy Achievement initially presented in the 1991 Goals Report are repeated.

What we still need to know:

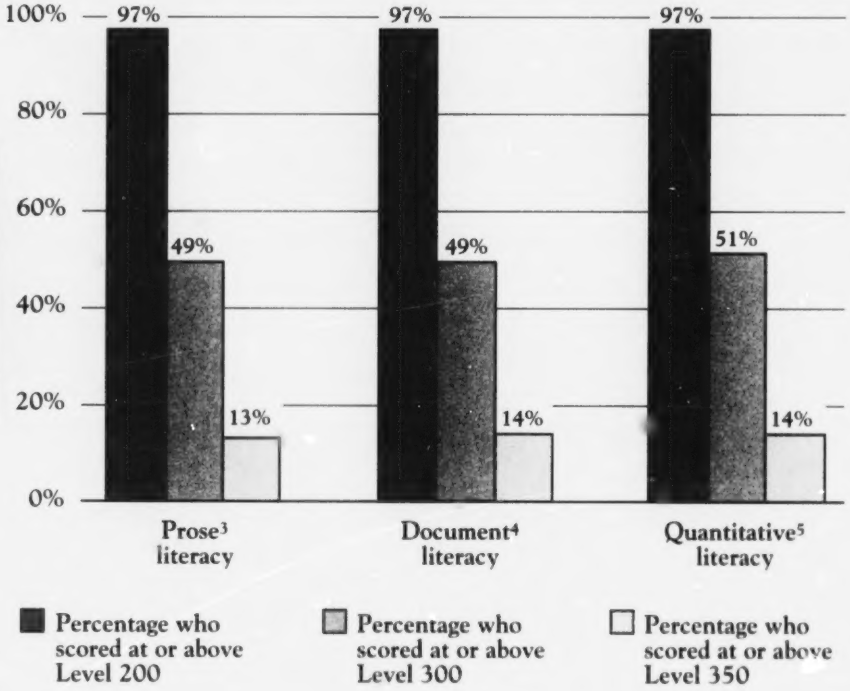
We need more up-to-date information on literacy achievement for the nation. Next year, we will be presenting comprehensive national and state data from the National Adult Literacy Survey. We also need to know how American workers compare internationally, and what college students have learned from their college experience. Last July, the Panel received a detailed set of recommendations from two different technical groups on how to conduct international work-force comparisons and develop improved measures of collegiate attainment and performance. In the coming months, the Panel will be carefully reviewing these proposals, soliciting feedback, and developing action plans where appropriate.

While most young Americans have mastered the most basic functional literacy skills, few are able to perform more complex literacy tasks requiring them to process and synthesize many pieces of information.

Exhibit 25

Literacy Achievement

Percentage of all young adults[1] who scored at or above three levels,[2] 1985



[1] Includes persons who were 21 to 25 years old during 1985.

[2] Tests are on scales of 0 to 500 points. Complete descriptions of each level can be found in Appendix B.

[3] Prose literacy tasks require readers to understand and use information contained in texts such as newspapers and pamphlets.

[4] Document literacy tasks require readers to locate and use information contained in materials such as tables, charts, and maps.

[5] Quantitative literacy tasks require readers to perform arithmetic computations using numbers printed in materials found in everyday situations.

Source: Educational Testing Service, 1990

This exhibit repeats information initially presented in the 1991 Goals Report.

Exhibit 26

Literacy Achievement, by Race/Ethnicity

Percentage of all young adults[1] who scored at or above three levels,[2] 1985

Prose[3] Literacy

	Level 200	Level 300	Level 350
Black	88%	14%	1%
Hispanic[6]	94%	31%	6%
White	98%	58%	16%

Document[4] Literacy

	Level 200	Level 300	Level 350
Black	88%	15%	1%
Hispanic[6]	94%	28%	5%
White	99%	58%	17%

Quantitative[5] Literacy

	Level 200	Level 300	Level 350
Black	88%	20%	2%
Hispanic[6]	94%	31%	6%
White	99%	53%	17%

White adults aged 21 to 25 were more likely than Blacks or Hispanics to have mastered increasingly difficult literacy tasks.

---

[1] Includes persons who were 21 to 25 years old during 1985.

[2] Tests are on scales of 0 to 500 points. Complete descriptions of each level can be found in Appendix B.

[3] Prose literacy tasks require readers to understand and use information contained in texts such as newspapers and pamphlets.

[4] Document literacy tasks require readers to locate and use information contained in materials such as tables, charts, and maps.

[5] Quantitative literacy tasks require readers to perform arithmetic computations using numbers printed in materials found in everyday situations.

[6] Includes only English-speaking Hispanic adults.

Source: Educational Testing Service, 1990
This exhibit repeats information initially presented in the 1991 Goals Report.

Goal 6: Safe, Disciplined, and Drug-free Schools

▶ ***By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.***

No child or youth should be fearful on the way to school, be afraid while there, or have to cope with pressures to make unhealthy choices. Students in such environments are much less likely to meet the Goals we set for them—to stay in school, perform at higher academic levels, and excel in mathematics and science. Yet more and more of them must cope with the theft and vandalism of their property. Increasingly, they must deal with assaults by other students with weapons at school. And too many are still subject to influences in and around school encouraging their use of alcohol and other drugs.

Certainly, Goal 6 cannot be attained by the schools alone. In order for schools to be orderly and safe, families must foster healthy habits and communities must surround children and youth with positive experiences. Even so, schools have an important role to play in creating healthy learning environments for students.

Despite a widespread decline in student drug use over the past decade, almost one-third of high school seniors still report that it is easy to obtain alcohol or marijuana while at school. Students, especially young adolescents, overwhelmingly disapprove of heavy drinking by adults and of adult use of marijuana; they even more strongly oppose cocaine abuse by adults. Yet their own habitual use of drugs (except cocaine) increases substantially during the high school years (heavy alcohol use rises from 13 percent in grade 8 to 30 percent in grade 12), and they become somewhat more lenient toward adult abuse of drugs. This finding leads to an important question: How can schools, families, and communities work together to support young people's deep-down belief that drug abuse is wrong?

Goal 6 also addresses the discipline needed for students to learn, and the mutual respect of students, teachers, and parents. Too many teachers experience verbal abuse in school. The incidence of physical abuse, while relatively low, should not exist at all. Equally disruptive to teaching is the casual attitude of too many students toward even attending class. As they progress through high school, students skip more classes and are more frequently absent from school. In 1991, 32 percent of seniors reported skipping school at least once during the previous month, while 35 percent skipped class.

Young people have an obligation to be serious about school. But schools, helped by their surrounding communities, also have an obligation to create the conditions necessary for teaching and learning to take place. Only then will students have a fair chance of achieving the Goals we have set for them.

Goal 6: Safe, Disciplined, and Drug-free Schools

What we have learned since the 1991 Report:

The 1992 Goals Report updates information on the use of alcohol and other drugs by 12th graders and on their victimization experiences. New information is also presented on these indicators for 8th and 10th grade students.

Drug Use

- Between 1990 and 1991, overall use of alcohol and cocaine among 12th graders declined. Fifty-four percent reported using alcohol during the past 30 days (down from 57% in 1990), while 1% reported using cocaine (down from 2% in 1990). Reported marijuana use remained steady at 14%. (See Exhibit 31.)

- In 1991, the use of alcohol and other drugs by 12th graders at school was not widespread. Seven percent of students reported using alcohol at school during the past year, 5% used marijuana, and 1% used cocaine. These percentages were not statistically different from those reported in 1990. (See Exhibit 29.)

- Between 1980 and 1991, use of alcohol and other drugs, at school and overall, has declined noticeably, according to student reports. (See Exhibits 30 and 32.)

- Student use of drugs is greater outside of school and at school events than in school. In 1991, 7% of 10th grade students reported using alcohol at school during the school day within the previous year, 12% used alcohol near school, and 19% used alcohol at a school dance, game, or other event. (See Exhibit 28.)

Victimization and Vandalism

- Between 1990 and 1991, the percentage of 12th graders who reported being threatened with a weapon at school increased from 13% to 16%. This increase is consistent with a pattern of increases in instances of student victimization at school from 1980 to 1991. (See Exhibits 33 and 35.)

- Substantial numbers of 8th and 10th graders are also victims of violent acts, theft, and vandalism at school, according to student reports. Threats and injuries to younger students are more common than to students in higher grades. (See Exhibit 33.)

What we still need to know:

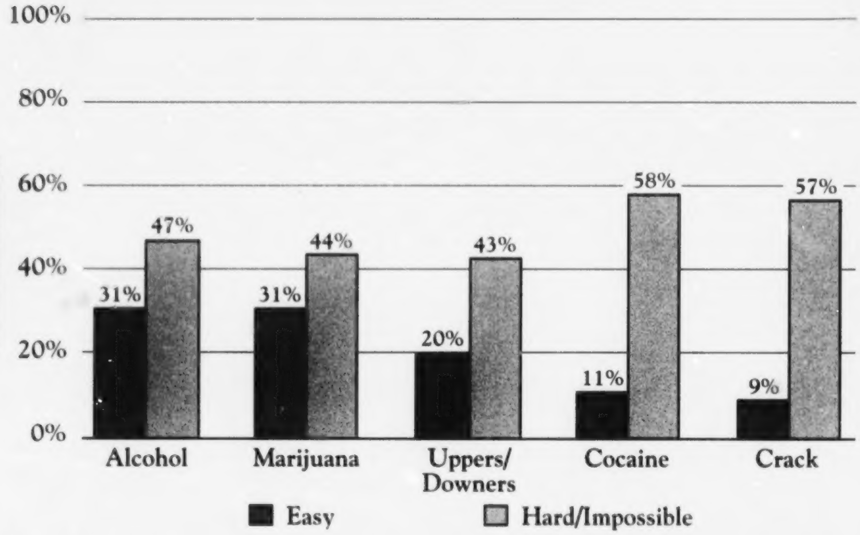
In future reports, we hope to present more extensive national and state data on the incidence of school crime, and the numbers of students carrying weapons to school. We will also present state-level information on such indicators as drug use in school, student victimization, and safety at school. We still need a comprehensive definition of "disciplined environments conducive to learning," and a set of indicators to measure its presence or absence. During the coming year, the Goals Panel will work to establish such a definition and incorporate improved indicators into existing data collections.

In 1989, about three out of ten high school seniors reported that alcohol and marijuana were easy to obtain in their schools.

Exhibit 27

Obtaining Illegal Drugs at School

Percentage[1] of 12th graders who indicated how easy or difficult it was to obtain the following at school, 1989



[1] Difference from 100% represents the proportion of students who either did not know or had not heard of the drug.

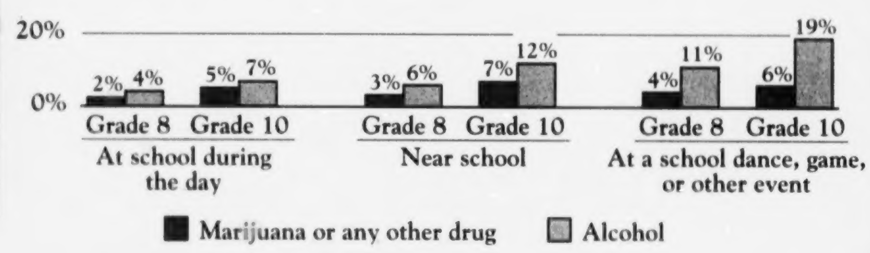
Source: Bureau of Justice Statistics, 1991
This exhibit repeats information initially presented in the 1991 Goals Report.

Although alcohol and other drugs are rarely used by students at school during the day, student use increases outside of school and at school events, according to student reports. Use of alcohol and other drugs is more prevalent among older students, and alcohol is more commonly used than marijuana or other drugs.

Exhibit 28

Use of Drugs at School by 8th and 10th Graders

Percentage of 8th and 10th graders who reported that they used drugs at or near school during the previous year, 1991

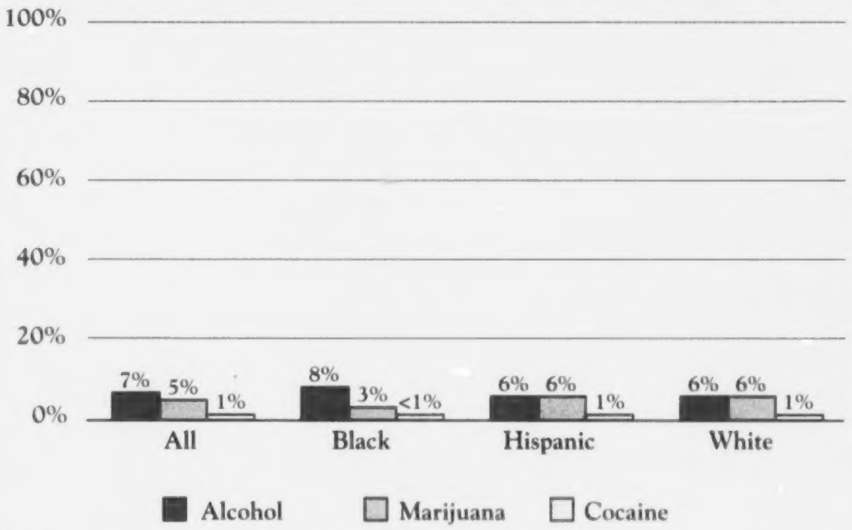


Source: University of Michigan, 1992

Exhibit 29

Use of Drugs at School by 12th Graders

Percentage[1] of 12th graders who reported that they used the following substances at school during the previous year, 1991



[1] Three-year averages (1989-1991) reported for racial/ethnic groups.

Use of alcohol and other drugs by 12th graders at school is not widespread. In 1991, 7% of 12th graders used alcohol at school during the previous year, 5% used marijuana, and 1% used cocaine, according to student reports.

Change Since 1990[1]

Percentage[2] of 12th graders[3] who reported that they used the following substances at school during the previous year:

	Alcohol		Marijuana		Cocaine	
	1990	1991	1990	1991	1990	1991
All	7%	7%	6%	5%	1%	1%
Black	8%	8%	4%	3%	<1%	<1%
Hispanic	8%	6%	6%	6%	1%	1%
White	8%	6%	8%	6%	1%	1%

[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.

[2] Three-year averages reported for racial/ethnic groups.

[3] Data were not collected for 8th and 10th graders prior to 1991.

Source: University of Michigan, 1992

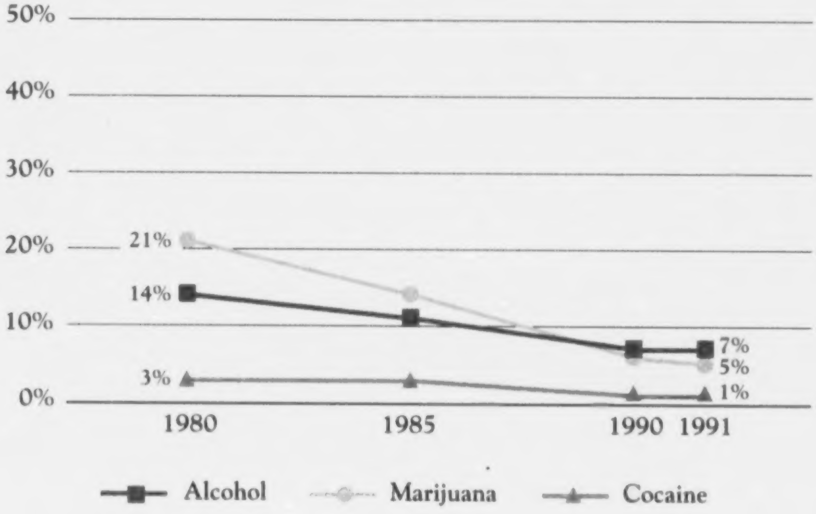
This exhibit updates information initially presented in the 1991 Goals Report.

Use of alcohol, marijuana, and cocaine at school has dropped sharply since 1980, according to reports from high school seniors.

Exhibit 30

Trends in At-School Drug Use

Percentage of 12th graders who reported that they used the following substances at school during the previous year, 1980 to 1991

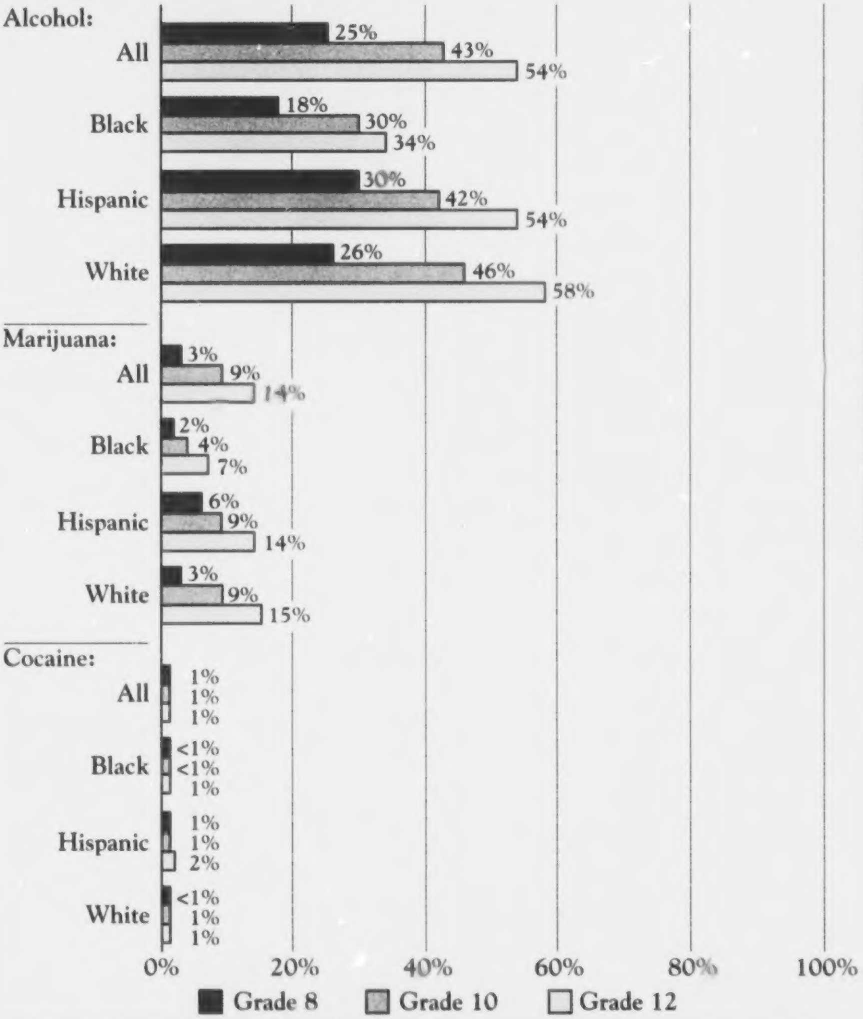


Source: University of Michigan, 1992
This exhibit updates information initially presented in the 1991 Goals Report.

Exhibit 31

Overall Student Drug Use

Percentage of students who reported that they used the following substances during the previous 30 days, 1991



Although alcohol and other drugs are rarely used at school, overall use is much higher. Alcohol is used by more than half of all 12th graders and is by far the most commonly used drug, according to student reports. Alcohol and marijuana use are more prevalent among older students, although cocaine use is relatively uncommon across age groups.

Change Since 1990[1]

Percentage of 12th graders[2] who reported that they used the following substances during the previous 30 days:

	Alcohol		Any illicit drug[3]		Marijuana		Cocaine	
	1990	1991	1990	1991	1990	1991	1990	1991
All	57%	54%*	17%	16%	14%	14%	2%	1%*
Black	33%	34%	7%	8%	5%	7%	1%	1%
Hispanic	49%	54%	13%	16%	11%	14%	3%	2%
White	62%	58%*	19%	18%	16%	15%	2%	1%*

[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.

[2] Data were not collected for 8th and 10th graders prior to 1991.

[3] See Appendix B for complete description.

Between 1990 and 1991, alcohol and cocaine use decreased among all 12th graders, as well as among White high school seniors.

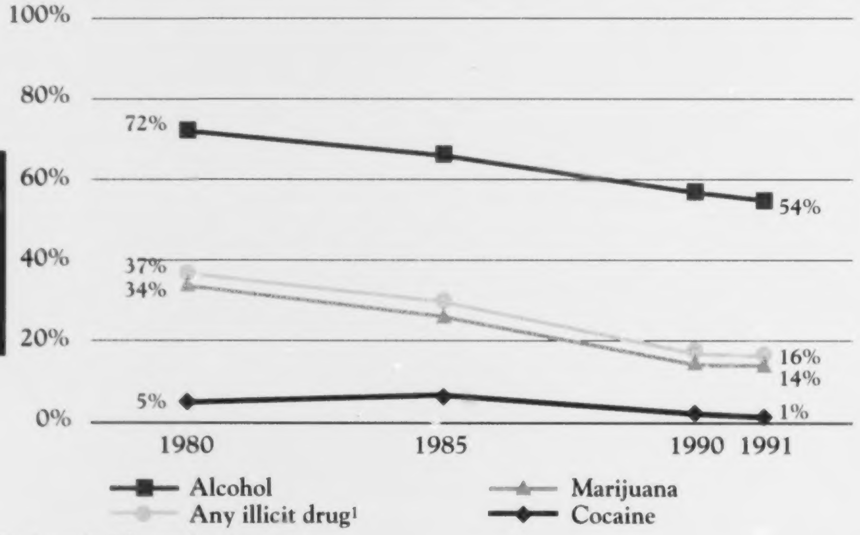
Source: University of Michigan, 1992

This exhibit updates information initially presented in the 1991 Goals Report for 12th graders, and presents new information for 8th and 10th graders.

Exhibit 32

Trends in Overall Student Drug Use

Percentage of 12th graders who reported that they used the following substances during the previous 30 days, 1980 to 1991



[1] See Appendix B for complete description.

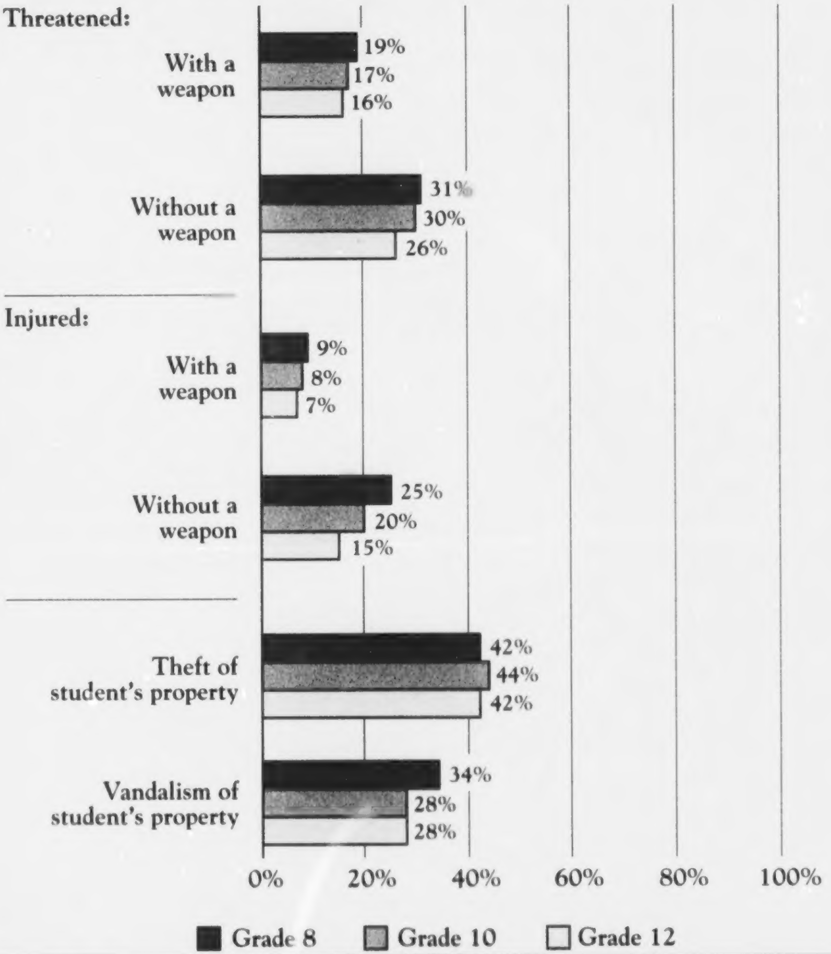
Source: University of Michigan, 1992
This exhibit updates information initially presented in the 1991 Goals Report.

Since 1980, overall use of alcohol and other drugs by high school seniors has declined noticeably, according to student reports.

Exhibit 33

Student Victimization

Percentage of students who reported that they were victimized in the following ways at school during the previous year, 1991



Substantial numbers of 8th, 10th, and 12th graders are victims of violent acts, theft, and vandalism at school, according to student reports. Threats and injuries are higher among younger students than among students in higher grades.

Change Since 1990[1]

Percentage of 12th graders[2] who reported that they were victimized in the following ways at school during the previous year:

	1990	1991
Threatened:		
With a weapon	13%	16% *
Without a weapon	25%	26%
Injured:		
With a weapon	6%	7%
Without a weapon	14%	15%
Theft of student's property	42%	42%
Vandalism of student's property	29%	28%

[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.

[2] Data were not collected for 8th and 10th graders prior to 1991.

Between 1990 and 1991, the percentage of 12th graders who were threatened with a weapon at school increased.

Source: University of Michigan, 1992

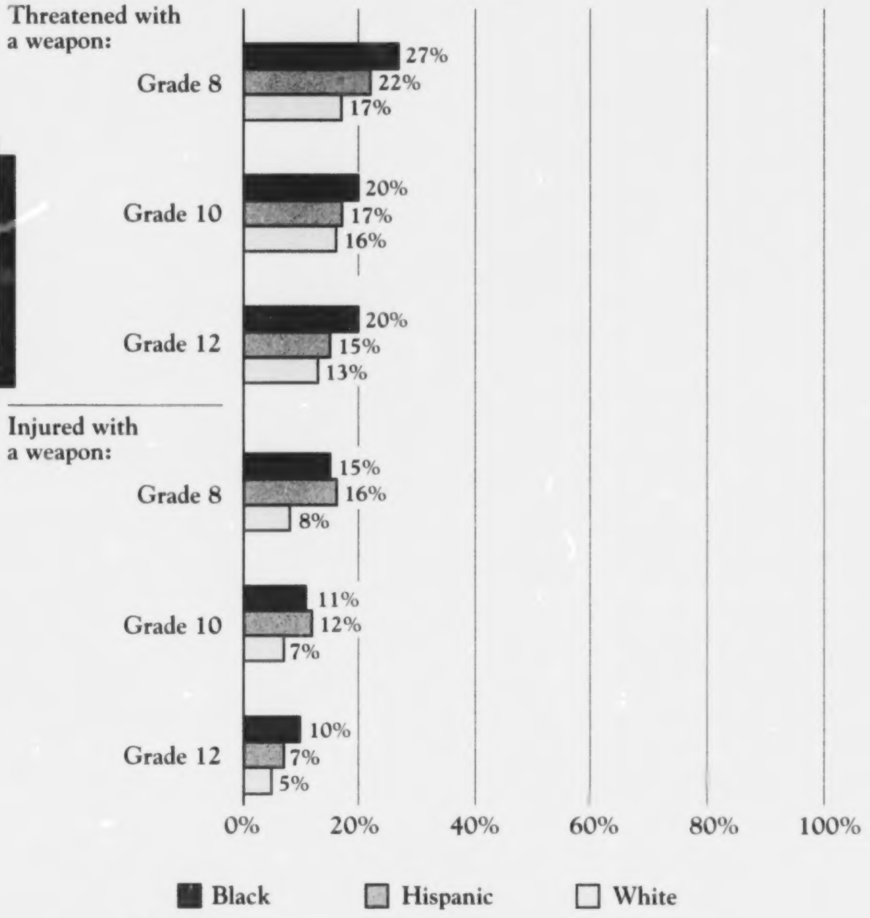
This exhibit updates information initially presented in the 1991 Goals Report for 12th graders, and presents new information for 8th and 10th graders.

Black and Hispanic students are more likely than White students to be victims of violent acts at school involving weapons, according to student reports.

Exhibit 34

Threats and Injuries with Weapons

Percentage[1] of students who reported that they were victimized in the following ways at school during the previous year, 1991



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[1] Three-year averages (1989-1991) reported for racial/ethnic groups for Grade 12.

Change Since 1990[1]

Percentage[2] of 12th graders[3] who reported that they were victimized in the following ways at school during the previous year:

	Threatened with a weapon		Injured with a weapon	
	1990	1991	1990	1991
Black	21%	20%	10%	10%
Hispanic	14%	15%	6%	7%
White	12%	13%	4%	5%

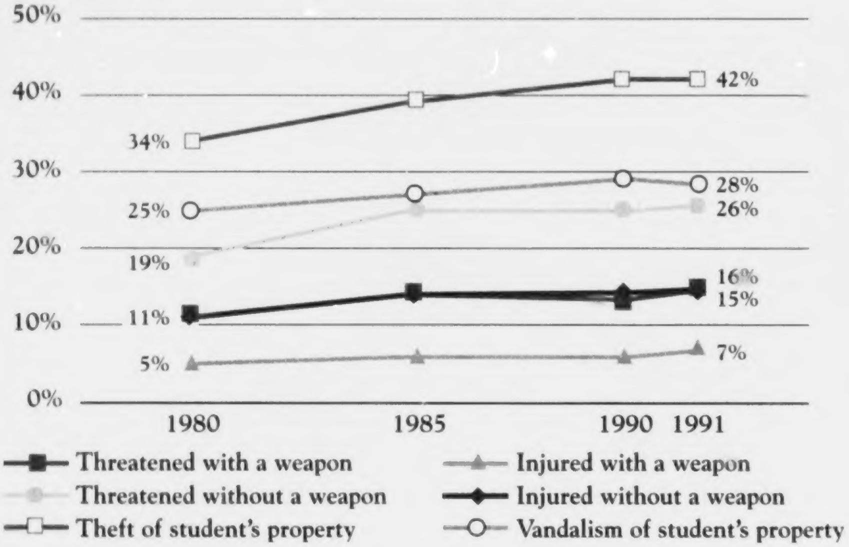
[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.
[2] Three-year averages reported for racial/ethnic groups.
[3] Data were not collected for 8th and 10th graders prior to 1991.

Source: University of Michigan, 1992
This exhibit updates information initially presented in the 1991 Goals Report for 12th graders, and presents new information for 8th and 10th graders.

Exhibit 35

Student Victimization Trends

Percentage of 12th graders who reported that they were victimized in the following ways at school during the previous year, 1980 to 1991



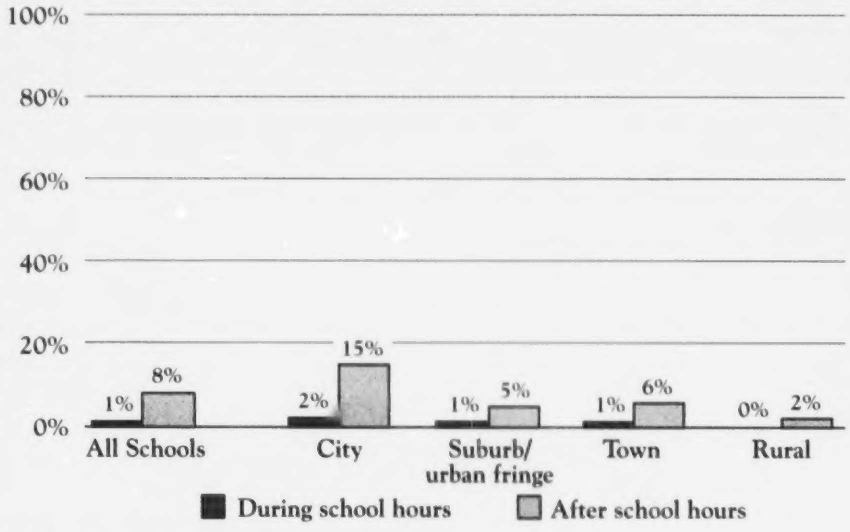
Source: University of Michigan, 1992
This exhibit updates information initially presented in the 1991 Goals Report.

During the past eleven years, threats and injuries to high school seniors and theft and vandalism of their property have been on the rise, according to student reports.

Exhibit 36

School Safety

Percentage of public school teachers who reported that they felt unsafe[1] in their school buildings, 1991



[1] "Moderately unsafe" and "unsafe" response categories were combined.

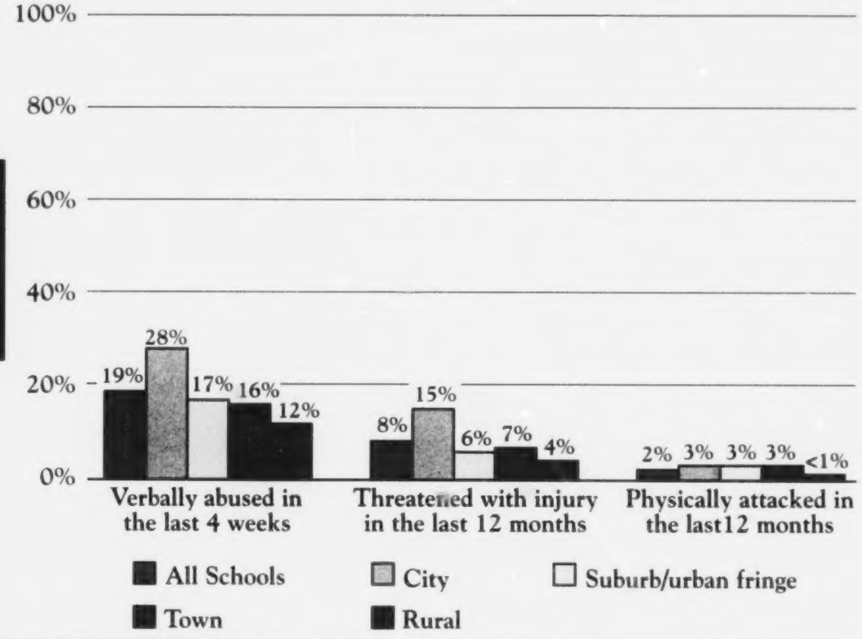
Source: National Center for Education Statistics, 1991
This exhibit repeats information initially presented in the 1991 Goals Report.

Most teachers feel safe in their schools during the day, but teachers in cities are more likely than teachers in other areas to feel unsafe in their buildings after school hours.

Exhibit 37

Teacher Victimization

Percentage of public school teachers who reported that they were victimized by a student from their school in the following ways, 1991



Teachers in cities are more likely than teachers in other areas to be victims of verbal abuse and threats, according to teacher reports.

Source: National Center for Education Statistics, 1991
This exhibit repeats information initially presented in the 1991 Goals Report.

Part II:

Additional Important Information Related to the Goals and Objectives

2000

1992

Goal 1: Readiness for School

▶ ***By the year 2000, all children in America will start school ready to learn.***

Objectives:

- All disadvantaged and disabled children will have access to high quality and developmentally appropriate preschool programs that help prepare children for school.
- Every parent in America will be a child's first teacher and devote time each day helping his or her preschool child learn; parents will have access to the training and support they need.
- Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies, and the number of low-birthweight babies will be significantly reduced through enhanced prenatal health systems.

Goal 1: Readiness for School

Additional important points:

The 1992 Goals Report updates and modifies data presented last year on the timing of prenatal care and the incidence of low-birthweight babies. New data are also presented on early childhood health care, trends in nursery school enrollment, and the quality of home-based and center-based preschool programs. Key new findings include:

Child Health and Nutrition

- Between 1988 and 1989, the proportion of mothers receiving early prenatal care declined slightly (from 759 per 1,000 to 755 per 1,000), while the proportion receiving late or no prenatal care increased slightly (from 61 per 1,000 to 64 per 1,000). The percentage receiving early prenatal care increased substantially in the 1970s for all racial/ethnic groups, but has leveled off since 1980. (See Exhibits 38 and 39.)

- Low birthweight is a condition which may increase children's risk of developing learning problems in later life. In 1989, 7% of all births were below the standard for low birthweight (5.5 lbs.). This number is relatively unchanged from the previous year. Black infants were twice as likely as infants from other racial/ethnic groups to be below the standard for low birthweight. The percentage of low-birthweight babies born in the U.S. decreased slightly between 1970 and 1989 for all groups except Blacks. (See Exhibits 40 and 41).

- In 1988, 85% of children aged 5 and younger had visited a doctor during the previous year for immunizations, annual checkups, and other kinds of routine health care, but only 54% of all 3- to 5-year-olds had visited a dentist. (See Exhibit 42.)

- In 1988, nearly all preschool-aged children were likely to have a usual place to go for routine and sick care. However, children living in poverty were less likely than others to receive both routine care and sick care from the same place and were less likely to see the same medical provider regularly. (See Exhibit 43.)

- Recent research indicates that individuals with Medicaid or private health insurance are much more likely than the uninsured to have a usual source of health care. In 1988, 85% of children aged 5 and younger were covered by health insurance or Medicaid at some time during the previous 12 months. (See Exhibit 44.)

Family Involvement with Children

- In 1991, less than half of all preschoolers were read to daily and less than half were told stories by their parents several times per week. Only about one-third were taken to visit a library during the previous month. (See Exhibit 47.)

- In 1991, about three-fourths of all 3- to 5-year-olds were taken by their parents or other family members to parks and playgrounds during the previous month. About one-half were taken to plays, concerts, live shows, art galleries, museums, historical sites, zoos, or aquariums. (See Exhibit 49.)

Preschool Programs

- Between 1973 and 1991, the percentage of 3- to 5-year-olds enrolled in nursery school nearly doubled, from 19% to 37%. Enrollments have increased for all children, regardless of family income, although they have remained substantially higher for children from high-income families than for children from middle- or low-income families. (See Exhibit 51.)

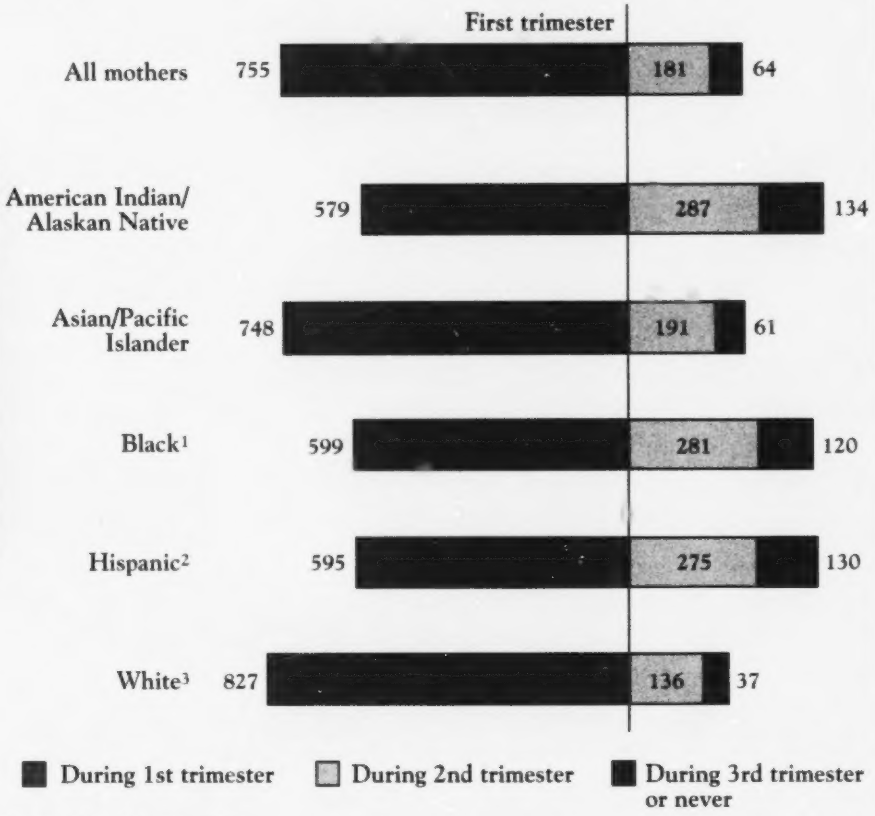
- In 1990, preschool centers were more likely to meet recommended quality standards for older children (3 to 5 years of age) than for infants and toddlers. (See Exhibit 53.)

Exhibit 38

Prenatal Care

Point at which mothers first received prenatal care in 1989; number per 1,000

In 1989, 755 out of every 1,000 mothers (76%) began prenatal care during their first trimester of pregnancy; 181 per 1,000 (18%) did not begin prenatal care until their second trimester; and 64 per 1,000 (6%) did not begin prenatal care until their third trimester or never received prenatal care.



[1] Excludes Blacks of Hispanic origin.

[2] Data shown only for states with an Hispanic-origin item on their birth certificates. See technical notes in Appendix B.

[3] Excludes Whites of Hispanic origin.

Between 1988 and 1989, the number of mothers receiving early prenatal care declined slightly, while the number receiving late or no prenatal care increased slightly.

Change Since 1988

Point at which mothers first received prenatal care; number per 1,000:

	During 1st trimester		During 2nd trimester		During 3rd trimester or never	
	1988	1989	1988	1989	1988	1989
All	759	755	180	181	61	64
American Indian/ Alaskan Native	581	579	287	287	132	134
Asian/Pacific Islander	755	748	186	191	59	61
Black[1]	604	599	286	281	110	120
Hispanic[2]	613	595	266	275	121	130
White[3]	818	827	141	136	41	37

[1] Excludes Blacks of Hispanic origin.

[2] Data shown only for states with an Hispanic-origin item on their birth certificates. See technical notes in Appendix B.

[3] Excludes Whites of Hispanic origin.

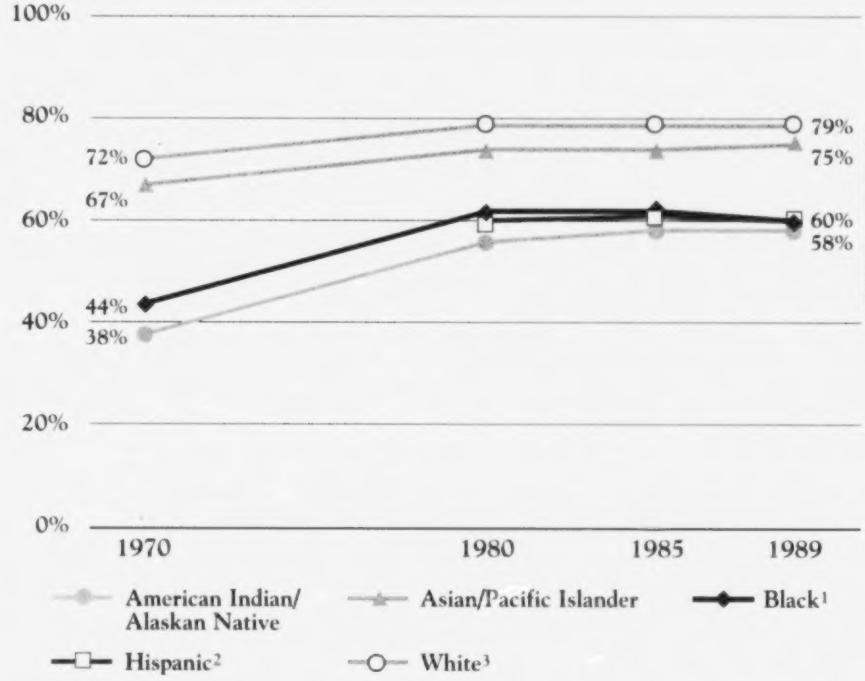
Source: National Center for Health Statistics, 1992

This exhibit modifies and updates information initially presented in the 1991 Goals Report.

Exhibit 39

Trends in Prenatal Care

Percentage of mothers who began prenatal care during their first trimester of pregnancy, 1970 to 1989



[1] Includes Blacks of Hispanic origin.

[2] No 1970 data available for Hispanics. See technical notes in Appendix B.

[3] Includes Whites of Hispanic origin.

Source: National Center for Health Statistics, 1992

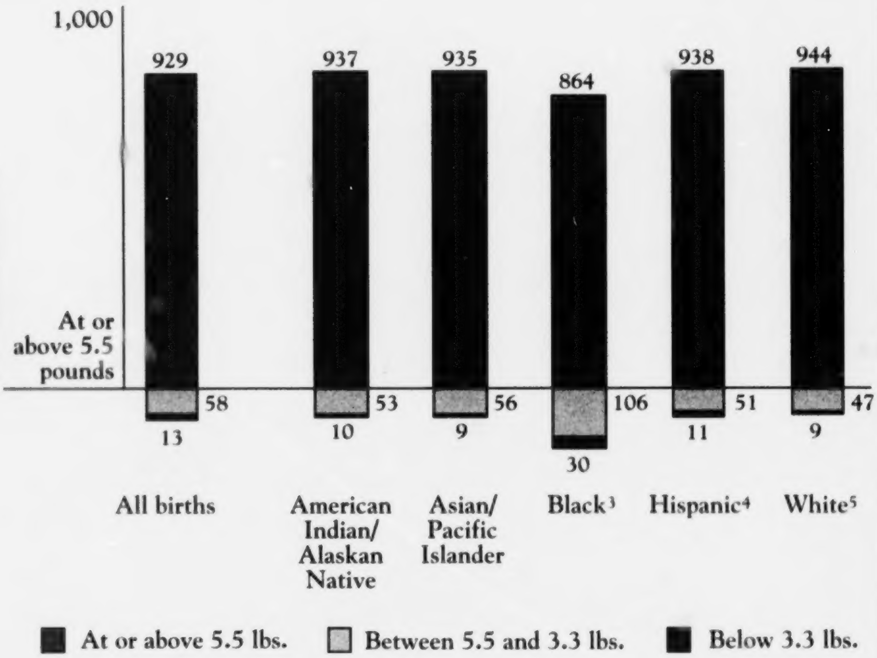
The percentage of mothers receiving early prenatal care increased substantially in the 1970s, but has leveled off since 1980.

Exhibit 40

Birthweight

Number per 1,000 births above and below 5.5[1] and 3.3[2] pounds, 1989

In 1989, 929 out of every 1,000 infants born in the United States (93%) were above the standard for low birthweight. Seventy-one out of every 1,000 (7%) were below the standard.



[1] Below 5.5 pounds is defined as Low Birthweight.
[2] Below 3.3 pounds is defined as Very Low Birthweight.
[3] Excludes Blacks of Hispanic origin.
[4] Data shown only for states with an Hispanic-origin item on their birth certificates. See technical notes in Appendix B.
[5] Excludes Whites of Hispanic origin.

The number of infants born above and below the standard for low birthweight remained relatively unchanged between 1988 and 1989.

Change Since 1988

Number per 1,000 births above and below 5.5[1] and 3.3[2] pounds:

	At or above 5.5 pounds		Between 3.3 and 5.5 pounds		Below 3.3 pounds	
	1988	1989	1988	1989	1988	1989
All	931	929	57	58	12	13
American Indian/ Alaskan Native	940	937	50	53	10	10
Asian/Pacific Islander	937	935	55	56	8	9
Black[3]	867	864	105	106	28	30
Hispanic[4]	938	938	52	51	10	11
White[5]	944	944	47	47	9	9

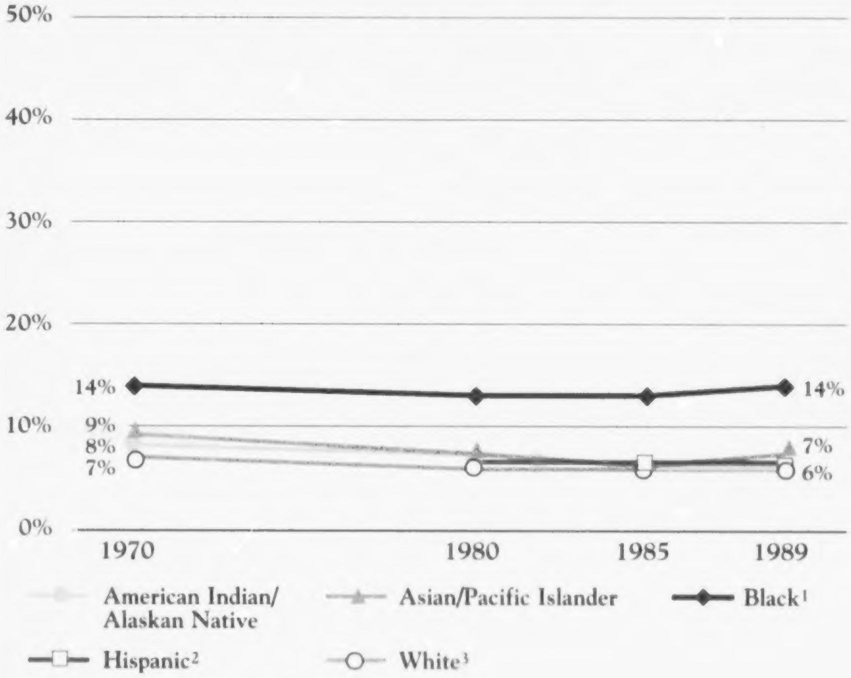
[1] Below 5.5 pounds is defined as Low Birthweight.
[2] Below 3.3 pounds is defined as Very Low Birthweight.
[3] Excludes Blacks of Hispanic origin.
[4] Data shown only for states with an Hispanic-origin item on their birth certificates. See technical notes in Appendix B.
[5] Excludes Whites of Hispanic origin.

Source: National Center for Health Statistics, 1992
This exhibit modifies and updates information initially presented in the 1991 Goals Report.

Exhibit 41

Birthweight Trends

Percentage of live births below the standard for low birthweight (5.5 lbs.), 1970 to 1989



[1] Includes Blacks of Hispanic origin.

[2] No 1970 data available for Hispanics. See technical notes in Appendix B.

[3] Includes Whites of Hispanic origin.

Source: National Center for Health Statistics, 1992

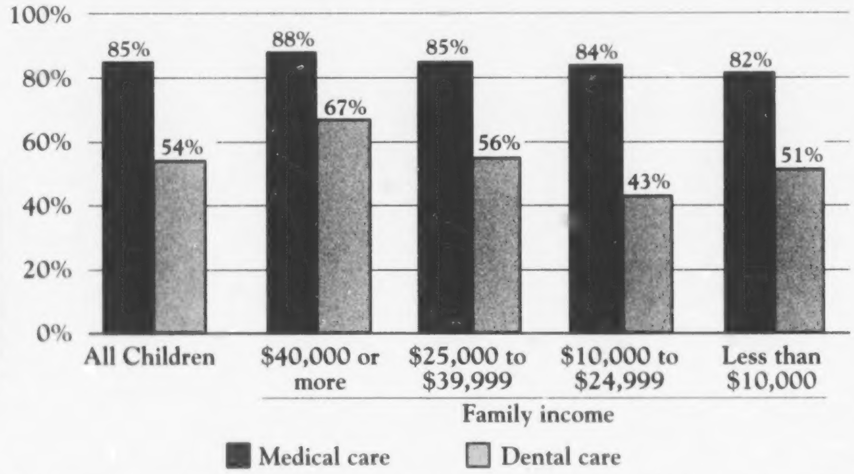
Between 1970 and 1989, the percentage of babies born below the standard for low birthweight decreased slightly for all groups except Blacks. Black infants are twice as likely as those from other racial/ethnic groups to be born at low birthweight.

In 1988, 85% of children aged 5 and younger had visited a doctor during the previous year for routine health care; 54% of 3- to 5-year-olds had visited a dentist.

Exhibit 42

Routine Health Care

Percentage of preschool-aged children[1] who received medical[2] and dental[3] care within the previous 12 months, 1988



[1] Medical data are presented for all children aged 5 and younger; dental data are presented for all 3- to 5-year-olds.
[2] Visits for routine checkups and immunizations. Includes visits to clinics, health centers, hospitals, doctors' offices, and "other."
[3] Includes visits to dentists and dental hygienists.

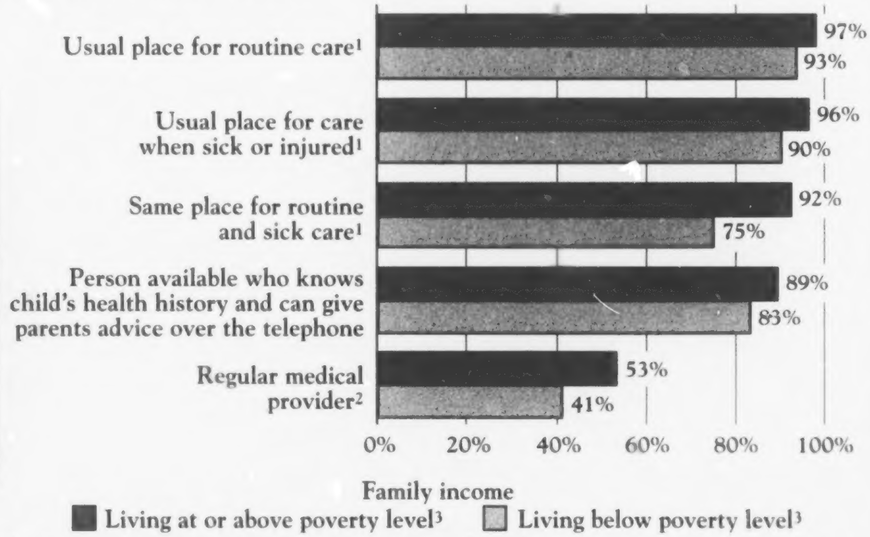
Source: National Center for Health Statistics and Westat, Inc., 1992
This exhibit modifies information initially presented in the 1991 Goals Report.

In 1988, nearly all preschool-aged children were likely to have a usual place to go for routine and sick care. However, children living in poverty were less likely than other children to receive both routine care and sick care from the same place and were less likely to see the same medical provider regularly.

Exhibit 43

Continuity of Health Care

Percentage of children aged 5 and younger who had a regular source of health care, 1988



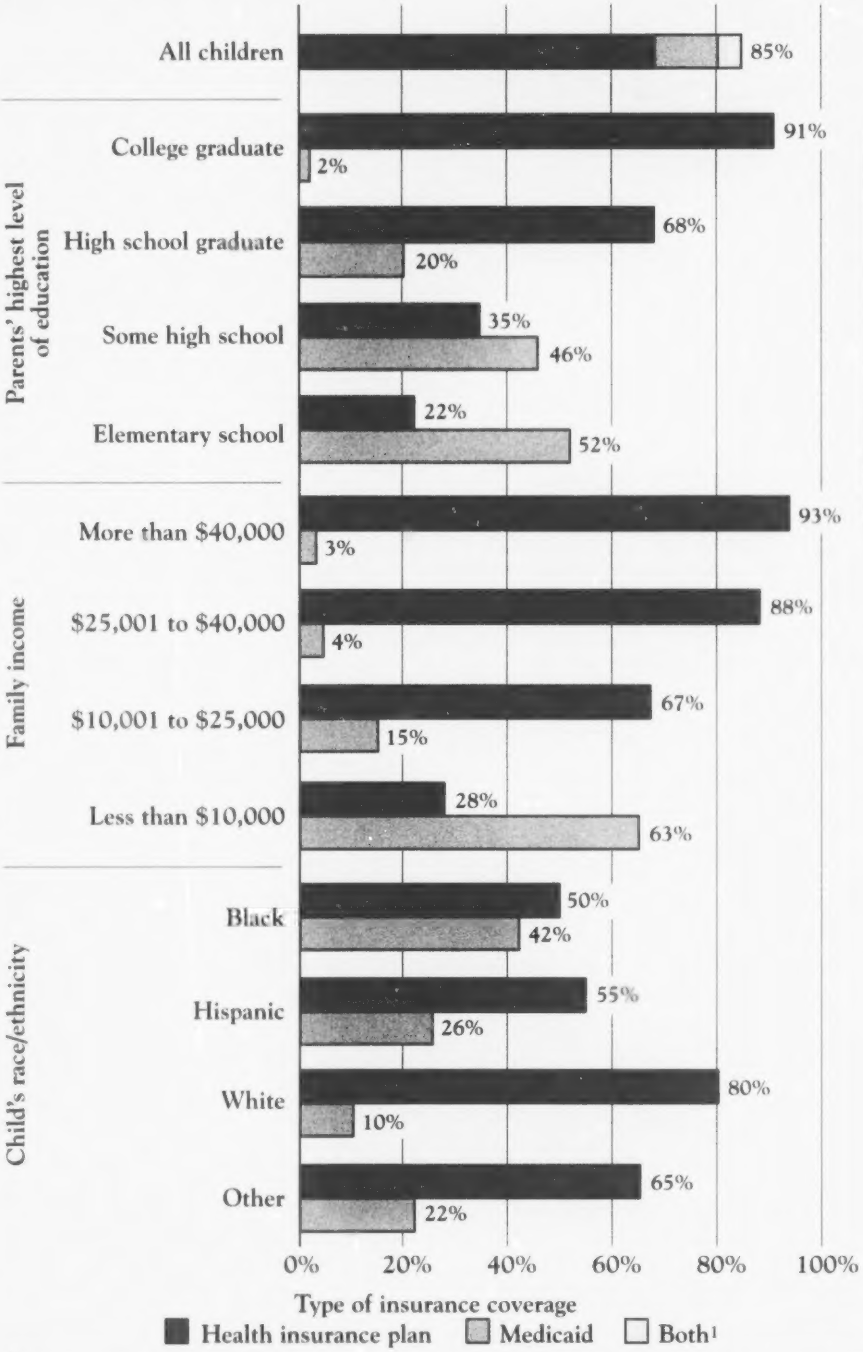
[1] Defined as a particular clinic, health center, hospital, doctor's office, or "other place" child usually goes to for care.
[2] Defined as a particular medical person a child usually sees when he or she is sick.
[3] Description of poverty level can be found in Appendix B.

Source: National Center for Health Statistics and Westat, Inc., 1992

Exhibit 44

Health Insurance/Medicaid

Percentage of children aged 5 and younger covered by health insurance plans or Medicaid during the previous 12 months, 1988



[1] Approximately 4% of the children in the sample were covered by both a health insurance plan and by Medicaid at some time during the previous 12 months.

Source: National Center for Health Statistics and Westat, Inc., 1992

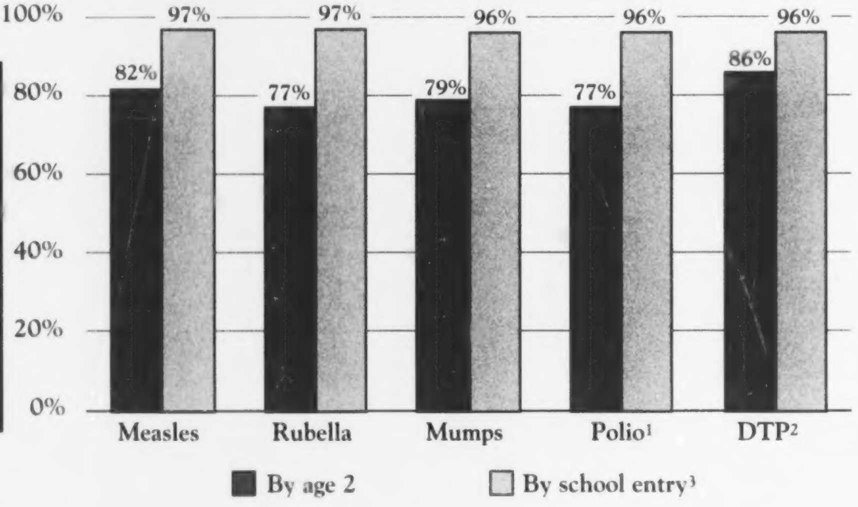
Recent research indicates that individuals with Medicaid or private health insurance are more likely than the uninsured to have a usual source of health care. In 1988, 85% of children aged 5 and younger were covered by health insurance or Medicaid at some time during the previous 12 months.

Although nearly all preschoolers had completed their basic immunization series by the time they entered kindergarten or 1st grade, approximately one out of every five 2-year-olds was not fully immunized for measles, rubella, mumps, polio, diphtheria, tetanus, or pertussis in 1985.

Exhibit 45

Immunizations

Percentage of children who completed their basic immunization series for selected diseases, 1985



[1] Three or more vaccinations.

[2] Diphtheria-tetanus-pertussis. Three or more vaccinations.

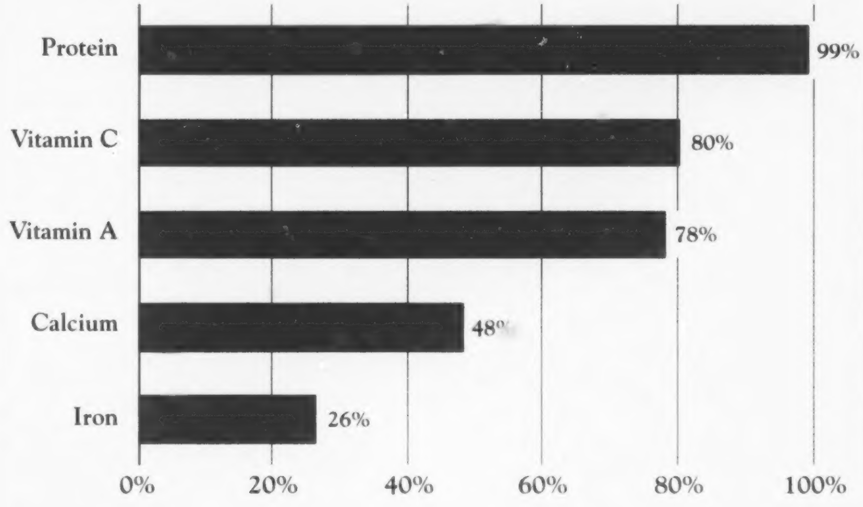
[3] Kindergarten or first grade.

Source: National Center for Health Statistics, 1992

Exhibit 46

Child Nutrition

Percentage of 1- to 5-year-olds who received the minimum RDA[1] of various nutrients, 1986



[1] Recommended Dietary Allowance.

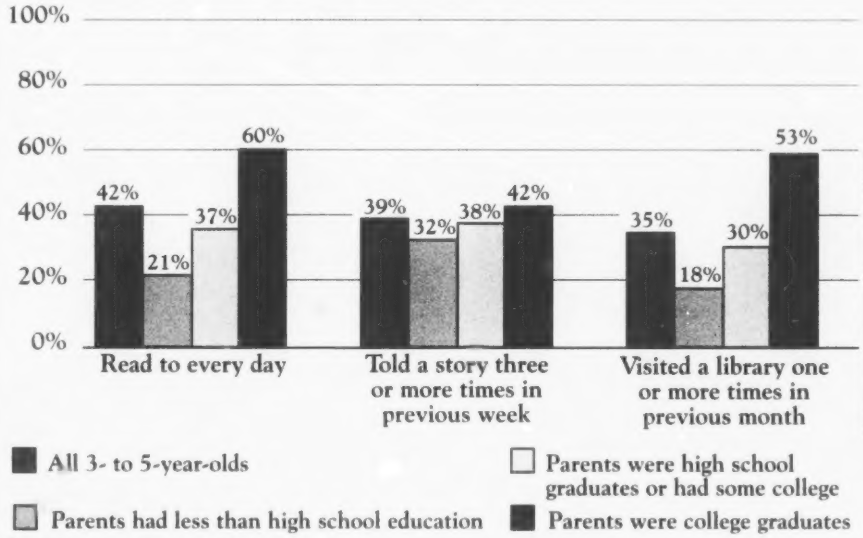
Source: Human Nutrition Information Service, 1988
This exhibit repeats information initially presented in the 1991 Goals Report.

In 1986, nearly all preschool children received adequate amounts of protein in their diets. However, only eight out of ten received the recommended amounts of Vitamins A and C, only about half received the recommended amounts of calcium, and only about one-fourth received the recommended amounts of iron.

Exhibit 47

Parent-Child Literacy Activities

Percentage of 3- to 5-year-olds[1] whose parents[2] engaged in literacy activities with them regularly, 1991



[1] Excluding those enrolled in kindergarten.
[2] Parent or another family member.

Source: National Center for Education Statistics and Westat, Inc., 1992
This exhibit modifies and repeats information initially presented in the 1991 Goals Report.

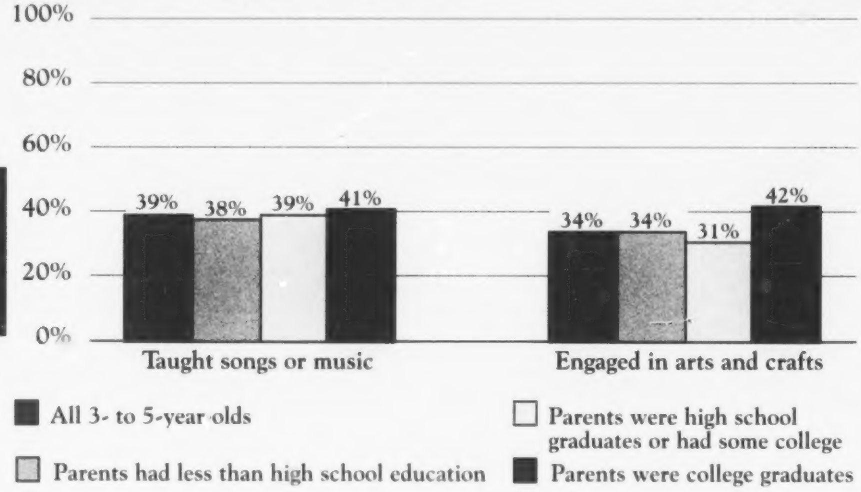
In 1991, less than half of all preschoolers were read to daily and less than half were told stories by their parents several times per week. Only about one-third were taken to visit a library during the previous month.

In 1991, fewer than four out of ten preschoolers engaged in music or arts and crafts with their parents on a regular basis.

Exhibit 48

Parent-Child Arts Activities

Percentage of 3- to 5-year-olds[1] whose parents[2] engaged in arts activities with them regularly,[3] 1991



[1] Excluding those enrolled in kindergarten.
[2] Parent or another family member.
[3] Three or more times in the previous week.

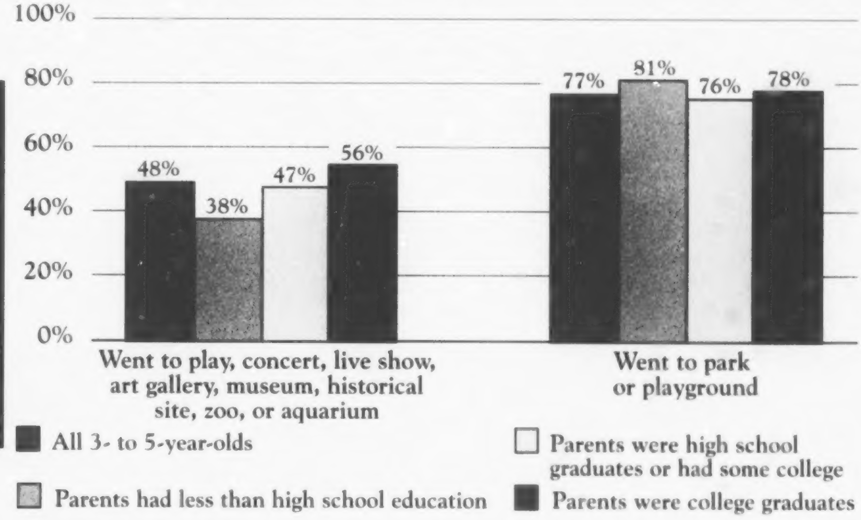
Source: National Center for Education Statistics, 1991
This exhibit repeats information initially presented in the 1991 Goals Report.

In 1991, about three-fourths of all 3- to 5-year-olds were taken by their parents or other family members to parks and playgrounds during the previous month. About half were taken to plays, concerts, live shows, art galleries, museums, historical sites, zoos, or aquariums.

Exhibit 49

Parent-Child Outings

Percentage of 3- to 5-year-olds[1] whose parents[2] took them on various outings one or more times in the previous month, 1991



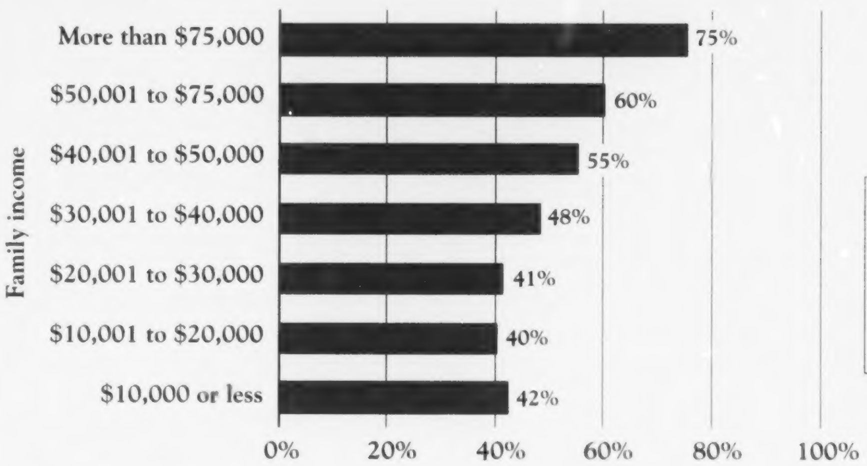
[1] Excluding those enrolled in kindergarten.
[2] Parent or another family member.

Source: National Center for Education Statistics and Westat, Inc., 1992
This exhibit modifies information initially presented in the 1991 Goals Report.

Exhibit 50

Preschool Participation

Percentage of 3- to 5-year-olds[1] enrolled in preschool,[2] 1991



[1] Excluding those enrolled in kindergarten.

[2] Includes those enrolled in nursery schools, prekindergarten programs, and Head Start; also includes 3- to 5-year-olds with disabilities.

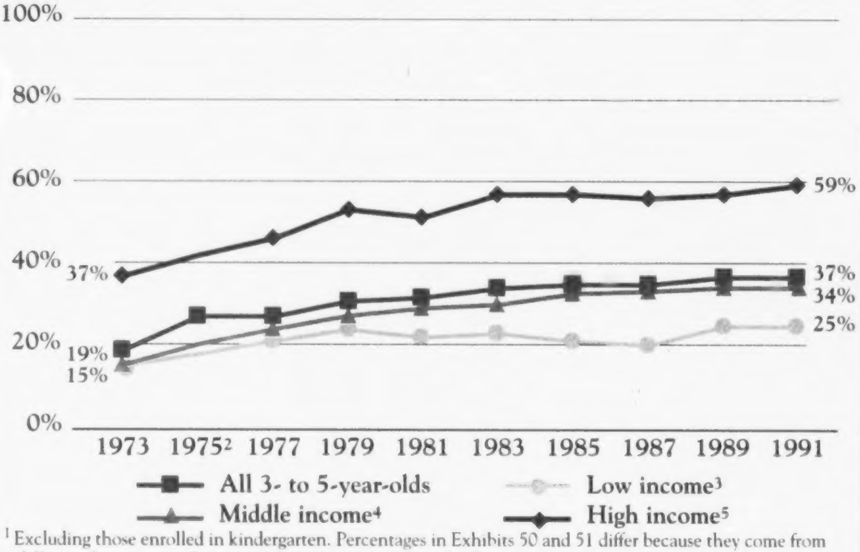
Source: National Center for Education Statistics, 1991
This exhibit repeats information initially presented in the 1991 Goals Report.

In 1991, only about four out of every ten 3- to 5-year-olds from families with incomes of $30,000 or less were enrolled in preschool.

Exhibit 51

Trends in Nursery School Enrollment

Percentage of 3- to 5-year-olds enrolled in nursery school,[1] 1973 to 1991



[1] Excluding those enrolled in kindergarten. Percentages in Exhibits 50 and 51 differ because they come from different data sources. See source descriptions in Appendix B.

[2] Income data not available for 1975.

[3] Low income is defined as "at or below 20 percent of all households."

[4] Middle income is defined as "greater than 20 percent of all households, but less than or equal to 80 percent."

[5] High income is defined as "greater than 80 percent of all households."

Source: Bureau of the Census and Management Planning Research Associates, Inc., 1992

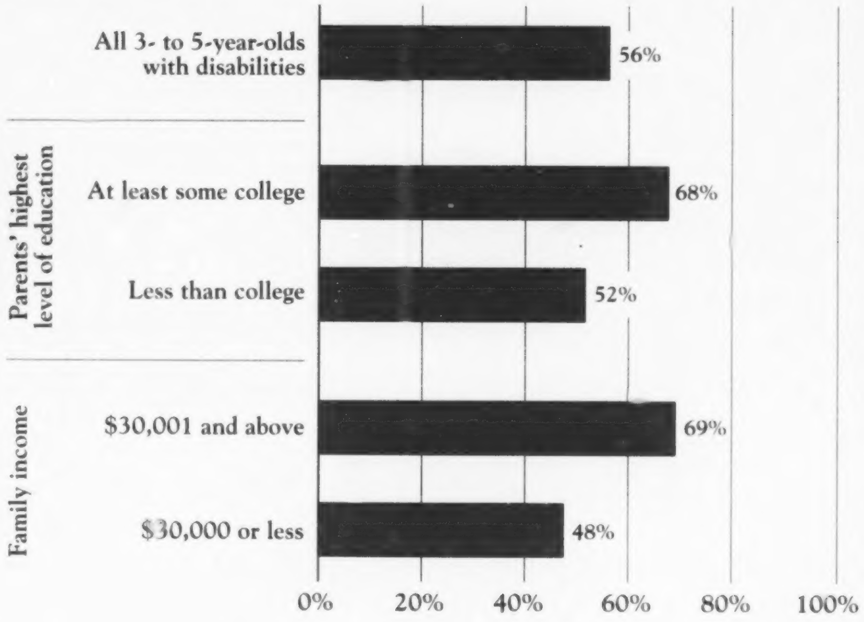
Between 1973 and 1991, the percentage of 3- to 5-year-olds enrolled in nursery school nearly doubled, from 19% to 37%. Enrollments have increased for all children, regardless of family income, although they have remained substantially higher for children from high-income families than for children from middle- or low-income families.

Fifty-six percent of 3- to 5-year-olds with disabilities attended preschool programs in 1991.

Exhibit 52

Preschool Participation for Children With Disabilities

Percentage of 3- to 5-year-olds[1] with disabilities enrolled in preschool,[2] 1991



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[1] Excluding those enrolled in kindergarten.

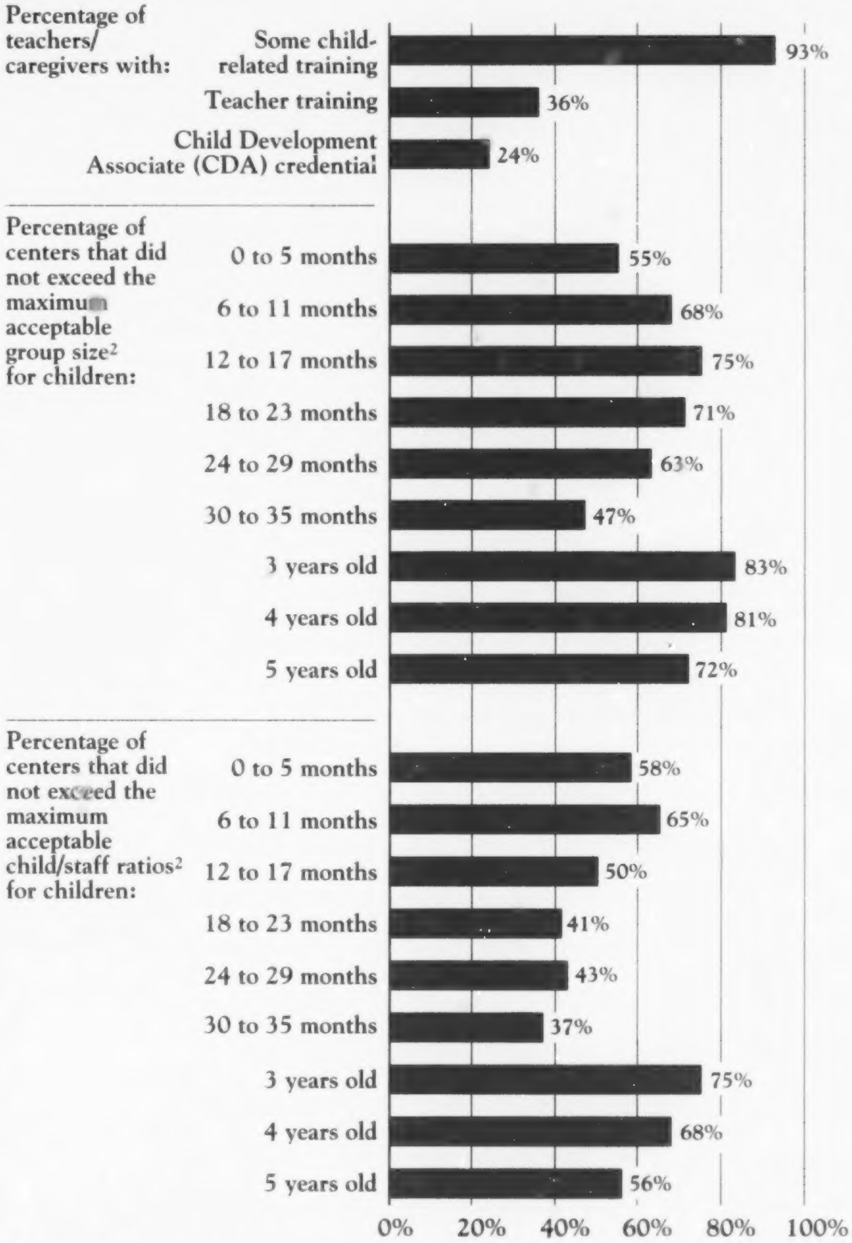
[2] Includes those enrolled in nursery schools, prekindergarten programs, and Head Start.

Source: National Center for Education Statistics and Westat, Inc., 1992

Exhibit 53

Quality of Preschool Centers

Characteristics of preschool centers[1] and teachers, 1990



In 1990, preschool centers were more likely to meet recommended standards for group size and child/staff ratios for 3- to 5-year-olds than for infants and toddlers.

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[1] Complete description of preschool center can be found in Appendix B.

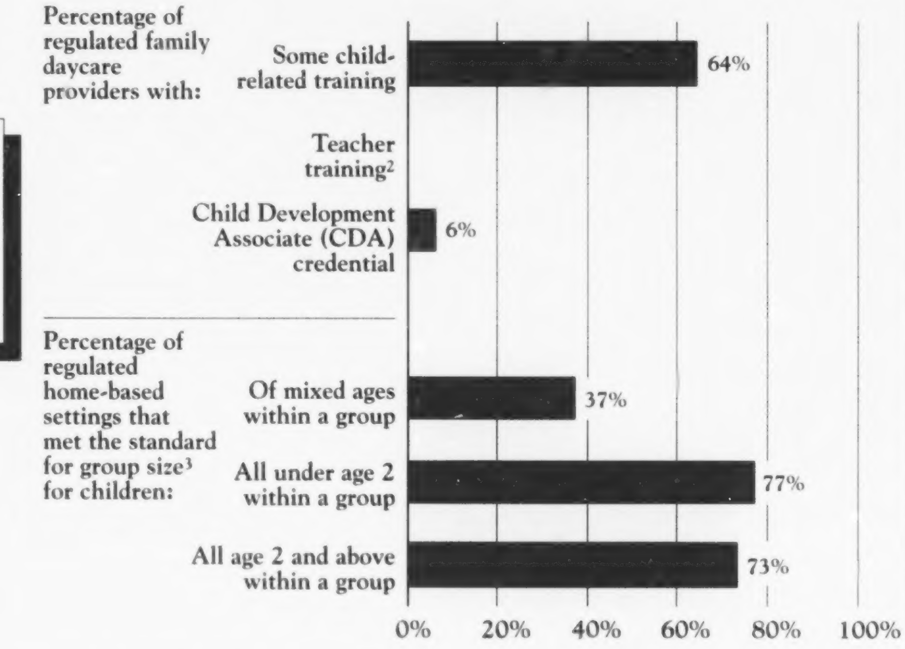
[2] The maximum acceptable group size recommended by the National Association for the Education of Young Children is 8 for infants, 12 for 1- to 2-year-olds, and 20 for 3- to 5-year-olds. The maximum acceptable child/staff ratio is 10 children per staff member for groups containing 3- to 5-year-olds only, 6 children per staff member for groups containing 2-year-olds only, and 4 children per staff member for groups containing infants and 1-year-olds only. NAEYC standards include an acceptable range of practice on these variables. The figures reported are based on the maximum acceptable numbers, rather than the optimal numbers. Some states also set their own standards in these areas.

Source: Mathematica Policy Research, Inc., 1991 and 1992
This exhibit repeats and modifies information initially presented in the 1991 Goals Report.

Exhibit 54

Quality of Home-Based Preschool Settings

Characteristics of regulated home-based preschool settings[1] and regulated family daycare providers, 1990



[1] Complete description of regulated home-based preschool settings can be found in Appendix B.

[2] Data not available.

[3] The standard for group size recommended by Health, Education, and Welfare Day Care Requirements for regulated family daycare providers without helpers who care for children who are all under age 2 within a group is 3. The group size standard for all children aged 2 and above within a group is 6, and the standard for a group of children of mixed ages within a group is 5.

Source: Mathematica Policy Research, Inc., 1991 and 1992

Caregivers in home-based preschool settings were less likely than teachers in preschool centers to have child-related training and a Child Development Associate Credential.

Goal 2: High School Completion

▶ ***By the year 2000, the high school graduation rate will increase to at least 90 percent.***

Objectives:

- The nation must dramatically reduce its dropout rate, and 75 percent of those students who do drop out will successfully complete a high school degree or its equivalent.
- The gap in high school graduation rates between American students from minority backgrounds and their non-minority counterparts will be eliminated.

Goal 2: High School Completion

Additional important points:

The 1992 Goals Report presents updated trend data on the dropout rate for 16- to 24-year-olds, as well as for different racial/ethnic groups. New information is also presented on Hispanic dropouts, the reasons why students drop out, and what conditions might encourage their return to school. Major new findings include:

Dropout Rates

- In 1991, 13% of all 16- to 24-year-olds in the United States were high school dropouts. Although this represents a one-percentage-point increase from 1990, this change was not statistically significant. (See Exhibit 55.)

- Between 1975 and 1991, the overall dropout rate for 16- to 24-year-olds declined slightly from 14% to 13%. The gap in dropout rates between White and Black students has narrowed from a 9-point difference in 1975 to a 5-point difference in 1991. (See Exhibit 55.)

- The Hispanic dropout rate has been consistently higher than the rates for Black and White students. Among Hispanic 16- to 24-year-olds who were born outside of the 50 states and the District of Columbia, 43% were dropouts, compared to a dropout rate of only 8% for non-Hispanics born outside of this country. However, even when one looks exclusively at Hispanics born within the U.S., their dropout rate is still more than double that of non-Hispanics. (See Exhibit 56.)

Reasons for Dropping Out

- According to a recent study of dropouts between the 8th and 10th grades, not liking school and not being able to keep up with school work were two of the main reasons students gave for leaving school. Male students were particularly likely to cite school-related reasons for dropping out, while females were more inclined to cite family- and job-related factors. (See Exhibits 58 and 60.)

Reasons for Returning

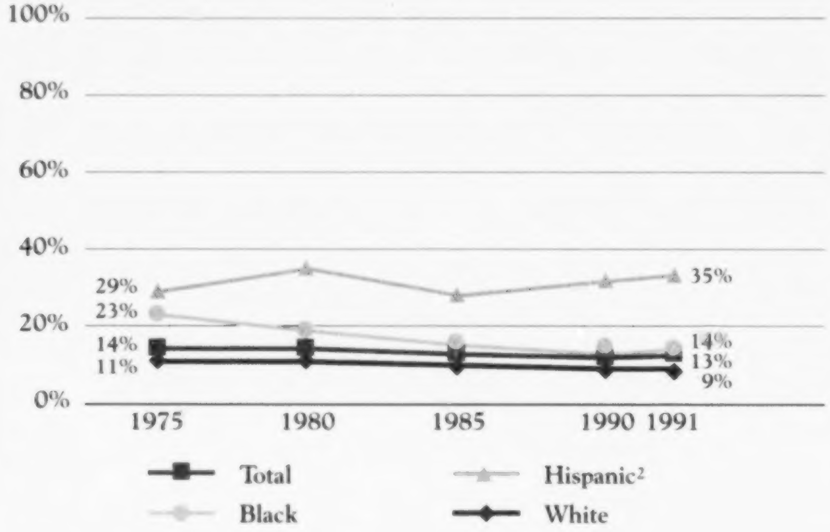
- Sizable percentages of dropouts reported that they would return to school if schools could accommodate their academic and personal needs, such as providing more tutoring help and classes at night or on weekends. (See Exhibits 59 and 61.)

Between 1975 and 1991, the overall dropout rate for 16- to 24-year-olds has declined slightly, while the gap in dropout rates between White and Black students narrowed from a 9-point difference in 1975 to a 5- point difference in 1991. Dropout rates for Hispanic students have been consistently higher than the rates for Black and White students.

Exhibit 55

Trends in High School Dropout Rates

Percentage of young adults 16 to 24 years old without a high school credential,[1] 1975 to 1991



[1] Includes traditional high school diploma and alternative credential.
[2] Hispanic rates may vary more than rates for other groups because of a small sample size.

Change Since 1990[1]

Percentage of young adults 16 to 24 years old without a high school credential:[2]

	1990	1991
Total	12	13
Black	13	14
Hispanic[3]	32	35
White	9	9

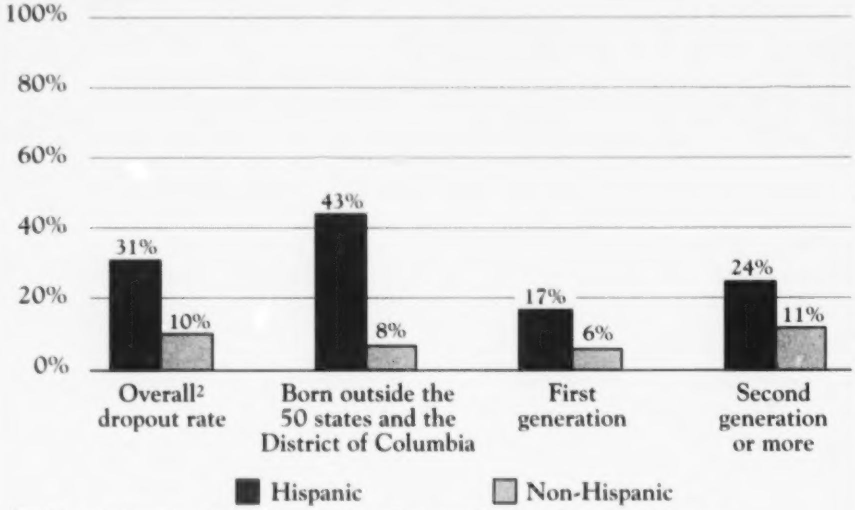
[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.
[2] Includes traditional high school diploma and alternative credential.
[3] Hispanic rates may vary more than rates for other groups because of a small sample size.

Source: National Center for Education Statistics, 1992
This exhibit updates information initially presented in the 1991 Goals Report

Exhibit 56

Intergenerational Analysis of Dropouts

Proportion of dropouts aged 16 to 24 born outside and within the U.S.,[1] 1989



[1] Includes only those born in the 50 states and the District of Columbia. Does not include those born in Puerto Rico.

[2] Includes a small proportion for whom recency of migration is unknown.

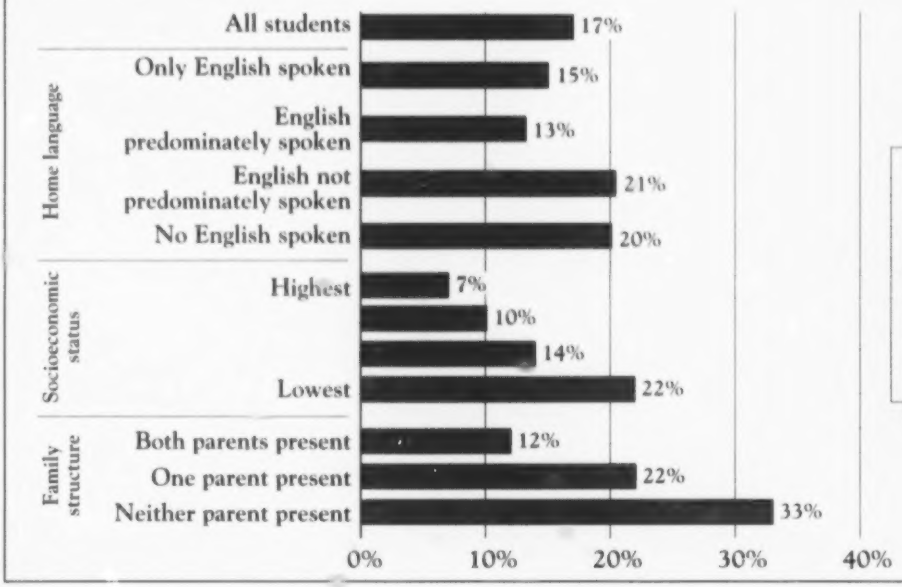
Source: National Center for Education Statistics, 1992

The Hispanic dropout rate (31% in 1989) has been consistently higher than the rates for Black and White students. Among Hispanic 16- to 24-year-olds who were born outside the 50 states and the District of Columbia, 43% were dropouts, compared with only 8% of non-Hispanics. However, even when one looks exclusively at Hispanics born within the U.S.. their dropout rate is still more than double that of non-Hispanics.

Exhibit 57

Factors Related to Dropping Out

Percentage of the 1980 sophomore class who dropped out, by selected characteristics



Source: National Center for Education Statistics, 1989
This exhibit modifies information initially presented in the 1991 Goals Report.

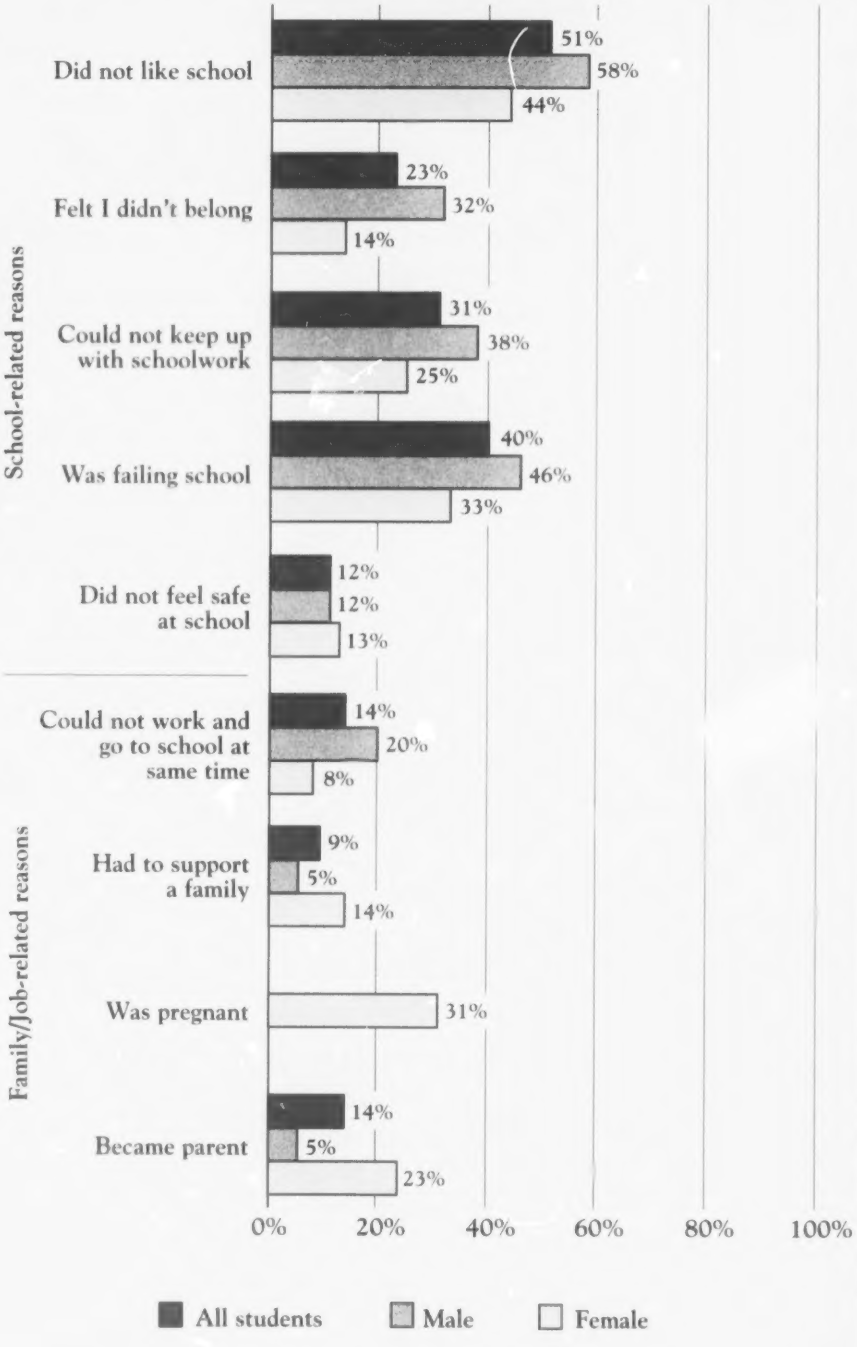
No English spoken in the home, low socioeconomic status, and the absence of parents from the home are all factors associated with an increased likelihood that students will drop out of school.

Exhibit 58

Reasons for Dropping Out, by Sex

Percentage of dropouts between the 8th and 10th grades who reported the following reasons for dropping out of school, 1990

Not liking school and not being able to keep up with schoolwork were two of the main reasons students gave for leaving school. Males were more likely than females to cite school-related reasons for dropping out.

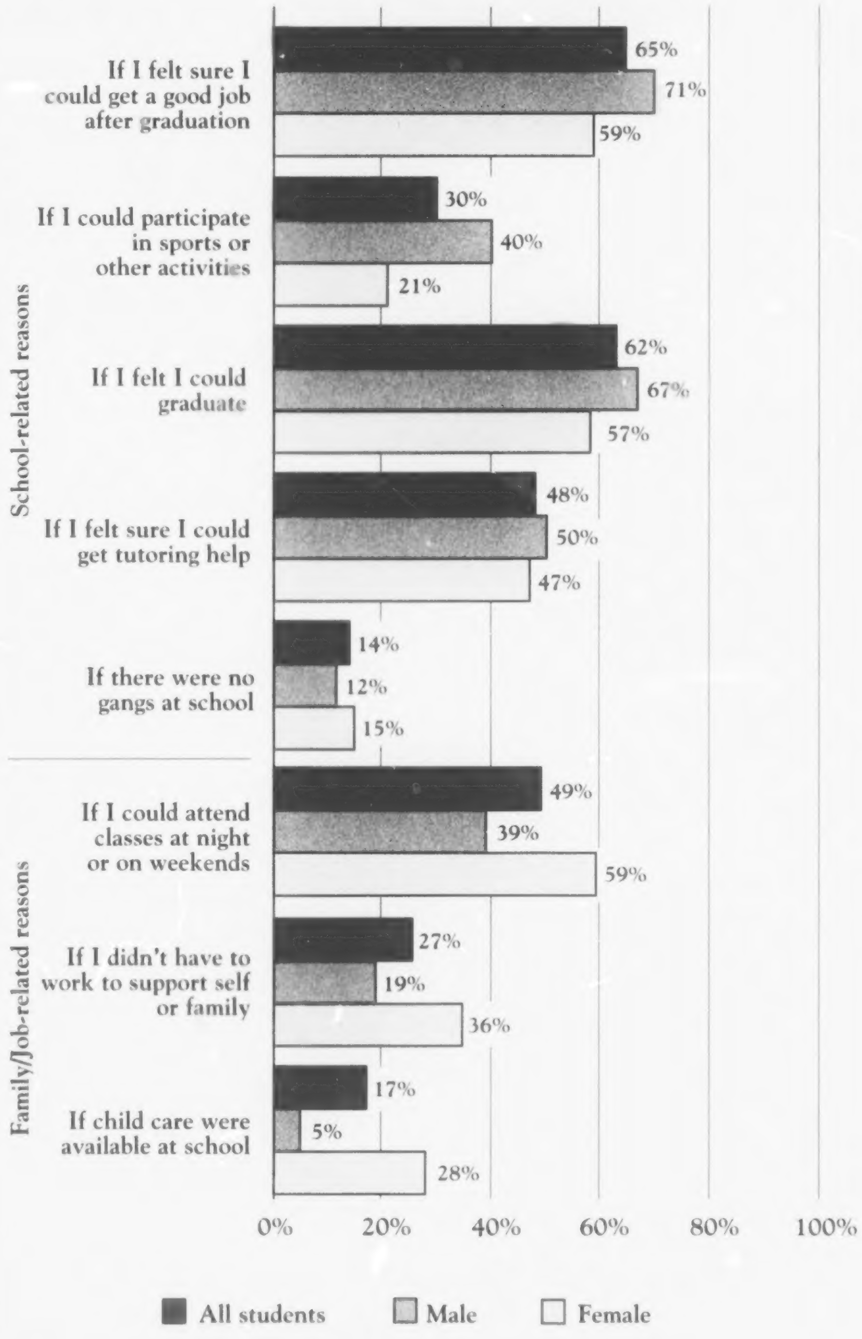


Source: National Center for Education Statistics, 1992

Exhibit 59

Reasons for Returning to School, by Sex

Percentage of dropouts between the 8th and 10th grades who reported that they would likely return[1] to school, 1990



Nearly half of all dropouts reported that they would return to school if they could get tutoring help or attend classes at night or on weekends.

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[1] "Somewhat likely to return" and "very likely to return" combined.

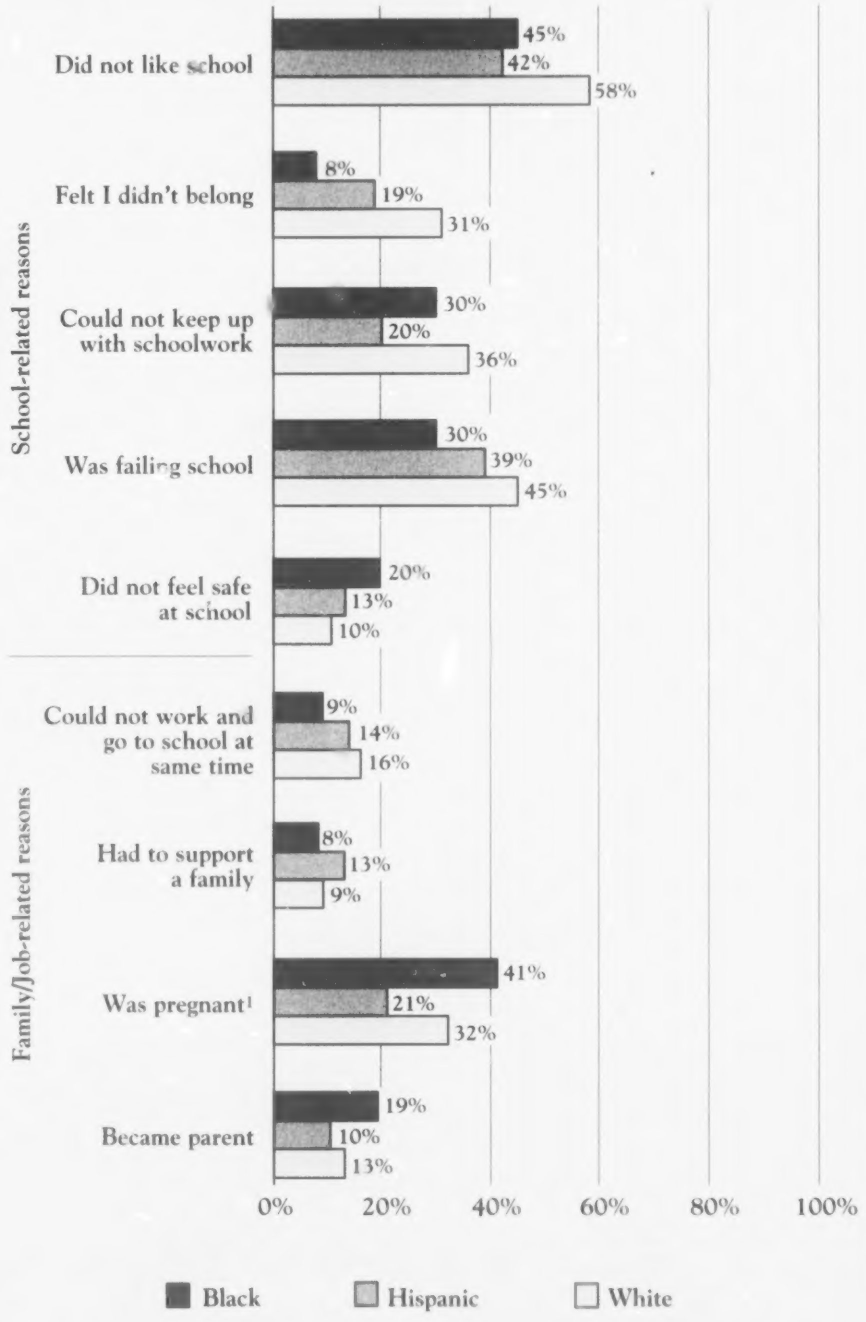
Source: National Center for Education Statistics, 1992

Exhibit 60

Reasons for Dropping Out, by Race/Ethnicity

Percentage of dropouts between the 8th and 10th grades who reported the following reasons for dropping out of school, 1990

White students between the 8th and 10th grades were more likely to cite school-related reasons for dropping out than students from other racial/ethnic groups.



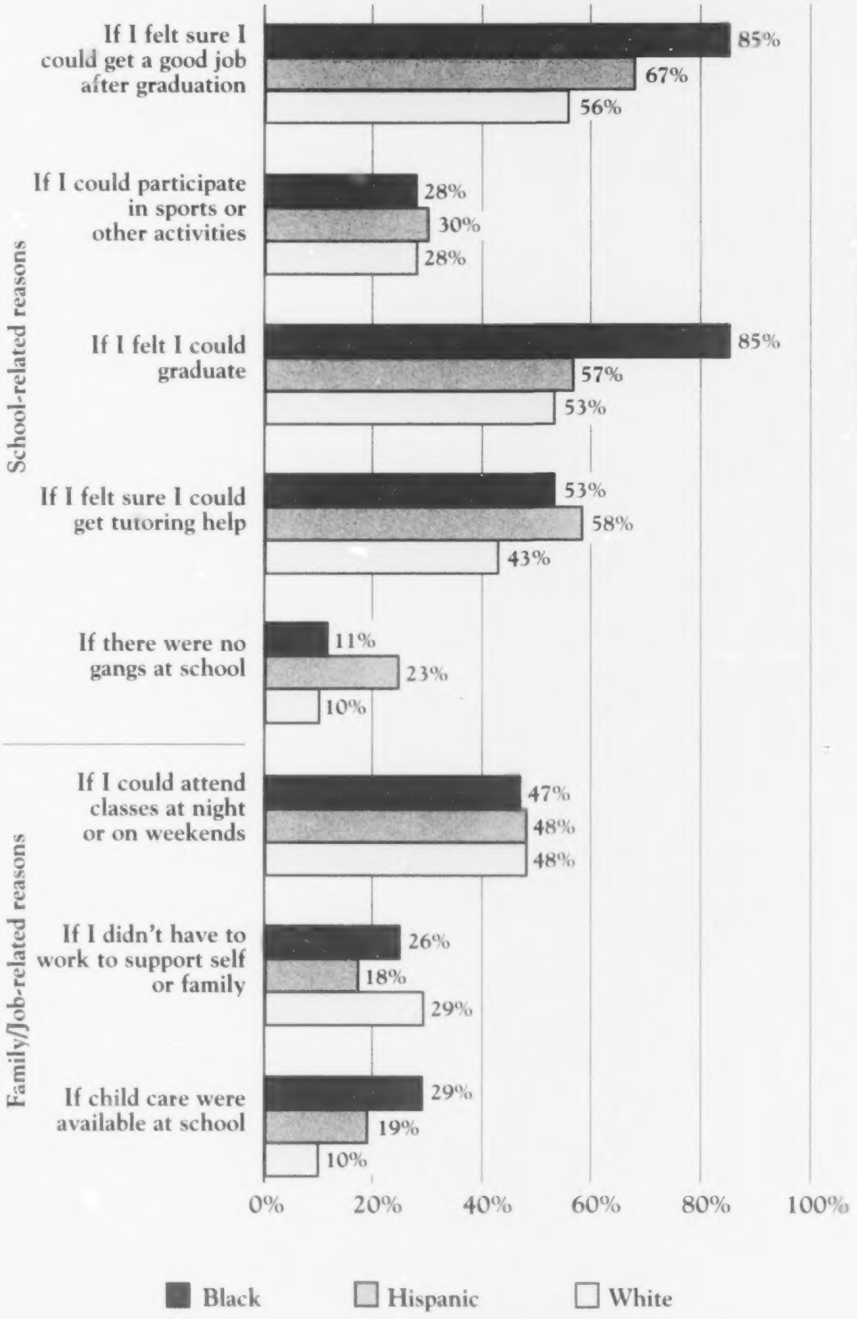
[1] Question was asked of females only.

Source: National Center for Education Statistics, 1992

Exhibit 61

Reasons for Returning to School, by Race/Ethnicity

Percentage of dropouts between the 8th and 10th grades who reported that they would likely return[1] to school, 1990



[1] "Somewhat likely to return" and "very likely to return" combined.

Source: National Center for Education Statistics, 1992

Sizeable percentages of dropouts reported that they would return to school if schools could accommodate their academic and personal needs.

Goal 3: Student Achievement and Citizenship

▶ ***By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.***

Objectives:

- The academic performance of elementary and secondary students will increase significantly in every quartile, and the distribution of minority students in each level will more closely reflect the student population as a whole.
- The percentage of students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially.
- All students will be involved in activities that promote and demonstrate good citizenship, community service, and personal responsibility.
- The percentage of students who are competent in more than one language will substantially increase.
- All students will be knowledgeable about the diverse cultural heritage of this nation and about the world community.

Goal 3: Student Achievement and Citizenship

Additional important points:

The 1992 Goals Report presents updated information on the number of Advanced Placement examinations taken, per 1,000 11th and 12th graders, in foreign languages and fine arts. New information is also presented on the percentages of 8th graders who had mastered everyday, fundamental, and complex concepts in reading, mathematics, and science by the 10th grade. Major new findings include:

Achievement Growth

Reading

Lower-Achieving 8th Graders

- In 1988, 11% of all American 8th graders had not mastered simple reading comprehension. By 1990, 60% of these same lower-achieving students (now in 10th grade) had mastered simple reading comprehension, but 40% still had not. (See Exhibit 65.)

Mathematics

Lower-Achieving 8th Graders

- In 1988, 55% of all American 8th graders had not mastered simple operations with decimals and fractions. By 1990, over one-third of these same lower-achieving students (now in 10th grade) had mastered this type of knowledge, but about two-thirds still had not. (See Exhibit 66.)

Higher-Achieving 8th Graders

- In 1988, 22% of all American 8th graders had mastered simple problem-solving. By 1990, nearly two-thirds of these same higher-achieving students (now in 10th grade) were able to solve more complex mathematics problems, but about one-third could not. (See Exhibit 66.)

Science

Lower-Achieving 8th Graders

- In 1988, 26% of all American 8th graders had not mastered everyday science knowledge about the natural world (e.g., the fact that the moon does not produce its own light, but reflects the light of the sun). By 1990, over half of these same lower-achieving students (now in 10th grade) had mastered this type of knowledge, but 45% had not. (See Exhibit 67.)

Higher-Achieving 8th Graders

- In 1988, 27% of all American 8th graders had mastered knowledge of fundamental concepts upon which more complex science knowledge can be built. By 1990, 34% of these higher-achieving students (now in 10th grade) had mastered more complex scientific concepts (e.g., the ability to predict outcomes in problems dealing with dominant genes and problems involving radioactive half-life), but 66% had not. (See Exhibit 67.)

- For all 8th grade achievement groups and for all content areas analyzed (reading, mathematics, and science), Blacks, Hispanics, those enrolling in a vocational curriculum in 10th grade, and those whose parents had less education were least likely to demonstrate academic progress over the next two years.

Advanced Placement Results

- For every 1,000 11th and 12th graders in 1992, seven Advanced Placement examinations were taken in the foreign languages and two were taken in the fine arts. These numbers were unchanged from the previous year. (See Exhibits 72 and 73.)

Achievement Level Data
from the 1990 National Assessment of Educational Progress (NAEP)

The data shown in Exhibits 62-64 are repeated from the 1991 National Education Goals Report and should be interpreted with caution. They are the result of a first-time effort by the National Assessment Governing Board (NAGB) to establish achievement levels based on the 1990 National Assessment of Educational Progress (NAEP). These levels are derived from judgments about student competence made by educators and other individuals from around the country.

Although the findings about student competency contained in the following exhibits reflect the best direct measures of achieving Goal 3 that are currently available, they may not be entirely accurate. Evaluations conducted since the data were first released suggest that the method used for arriving at the achievement levels may have been flawed. To interpret these data, please consult the descriptive paragraphs included in Appendix B, which summarize the kind of NAEP items actually mastered at each achievement level.

A modified NAGB procedure for determining student achievement levels is being applied to the 1992 NAEP assessments of mathematics, reading, and writing. The procedure and its results are currently being evaluated, and we hope to be able to report improved measures of achievement in future National Education Goals Reports.

Exhibit 62

Mathematics Achievement – Grade 4

Percentage[1] of students who scored within various achievement levels,[2] 1990

	Below Basic	Basic	Competent	
			Proficient	Advanced
All Students	37%	48%	14%	1%
American Indian/ Alaskan Native	44%	50%	5%	<1%
Asian/Pacific Islander	22%	49%	27%	2%
Black	70%	28%	2%	<1%
Hispanic	58%	36%	5%	<1%
White	26%	55%	18%	1%

[1] Percentages may not add up to 100% because of rounding.
[2] Complete descriptions of each level can be found in Appendix B.

Source: National Assessment Governing Board, 1991
This exhibit repeats information initially presented in the 1991 Goals Report.

Exhibit 63

Mathematics Achievement – Grade 8

Percentage[1] of students who scored within various achievement levels,[2] 1990

	Below Basic	Basic	Competent	
			Proficient	Advanced
All Students	38%	44%	17%	1%
American Indian/ Alaskan Native[3]	58%	37%	5%	<1%
Asian/Pacific Islander	18%	43%	33%	6%
Black	70%	25%	4%	<1%
Hispanic	60%	34%	6%	<1%
White	28%	49%	21%	1%

[1] Percentages may not add up to 100% because of rounding.
[2] Complete descriptions of each level can be found in Appendix B.
[3] Should be interpreted with caution, since sample size does not allow accurate estimate of sample variability.

Source: National Assessment Governing Board, 1991
This exhibit repeats information initially presented in the 1991 Goals Report.

In Grades 4, 8, and 12, more students scored at the Basic level in mathematics achievement than at any other level.

Exhibit 64

Mathematics Achievement – Grade 12

Percentage[1] of students who scored within various achievement levels,[2] 1990

	Below Basic	Basic	Competent	
			Proficient	Advanced
All Students	36%	48%	14%	3%
American Indian/ Alaskan Native[3]				
Asian/Pacific Islander	17%	49%	25%	9%
Black	66%	32%	2%	<1%
Hispanic	57%	37%	6%	1%
White	28%	53%	16%	3%

[1] Percentages may not add up to 100% because of rounding.
[2] Complete descriptions of each level can be found in Appendix B.
[3] Insufficient sample size to permit reliable estimate.

Source: National Assessment Governing Board, 1991
This exhibit repeats information initially presented in the 1991 Goals Report.

▶ ***In 1988, 11% of all American 8th graders had not mastered simple reading comprehension, including reproduction of detail and the author's main thought. By 1990, 60% of these same lower-achieving students (now in the 10th grade) had mastered simple reading comprehension.***

Exhibit 65

Progress in Reading Achievement from 8th to 10th Grade — Lower-Achieving Students

Percentage of lower-achieving 8th graders who had mastered simple reading comprehension by 10th grade

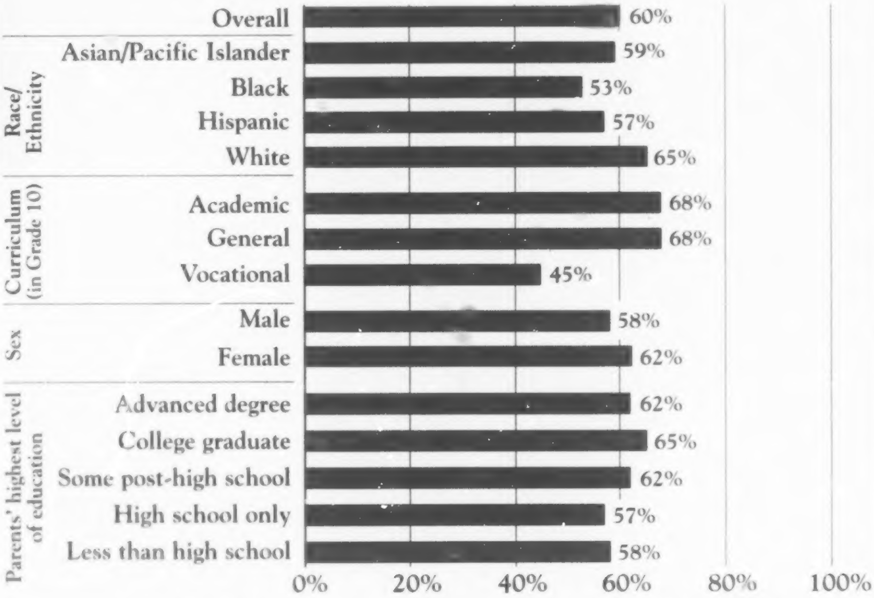
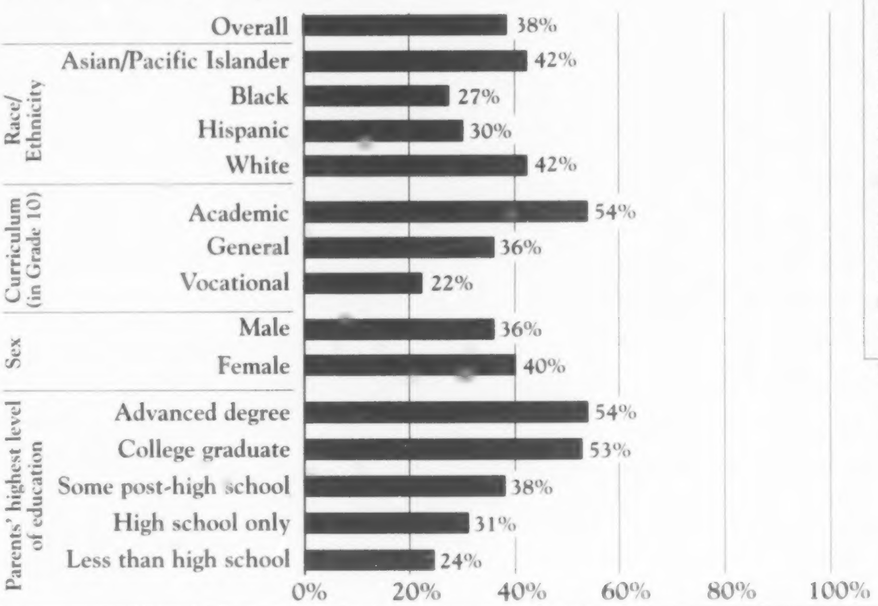


Exhibit 65 (continued)

Progress in Reading Achievement from 8th to 10th Grade — Mid-Achieving Students

Percentage of mid-achieving 8th graders who were able to make inferences beyond the author's main thought and understand abstract concepts by 10th grade



Source: National Center for Education Statistics and Educational Testing Service, 1992

▶ In 1988, 52% of all American 8th graders had mastered simple reading comprehension (including reproduction of detail and the author's main thought) but were unable to make inferences beyond the author's main thought or to understand and evaluate relatively abstract concepts. By 1990, 38% of these mid-achieving students (now in the 10th grade) were able to make these inferences and could understand and evaluate relatively abstract concepts.

▶ ***In 1988, 55% of all American 8th graders had not mastered simple operations with decimals, fractions, and roots. By 1990, only 38% of these same lower-achieving students (now in the 10th grade) had mastered this type of knowledge.***

Exhibit 66

Progress in Mathematics Achievement from 8th to 10th Grade — Lower-Achieving Students

Percentage of lower-achieving 8th graders who had mastered simple operations with decimals, fractions, and roots by 10th grade

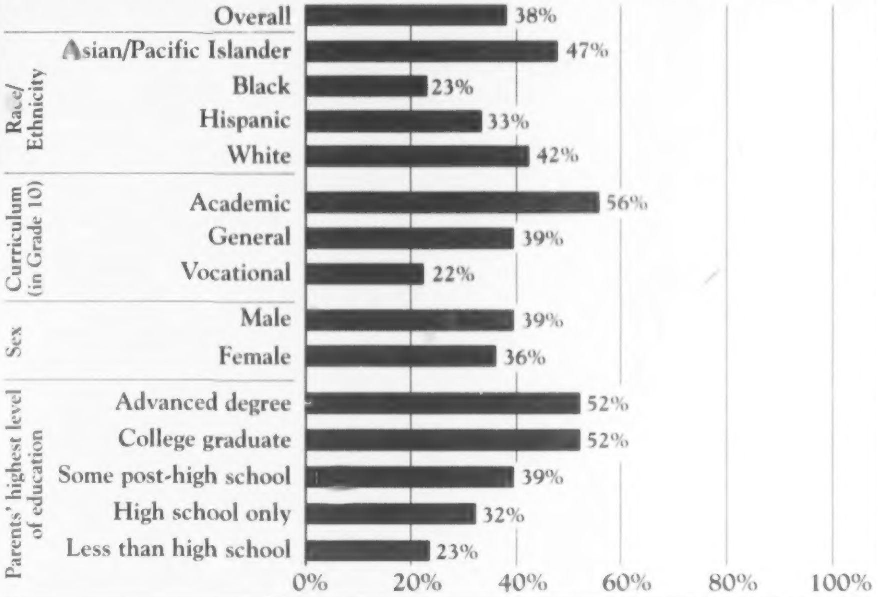
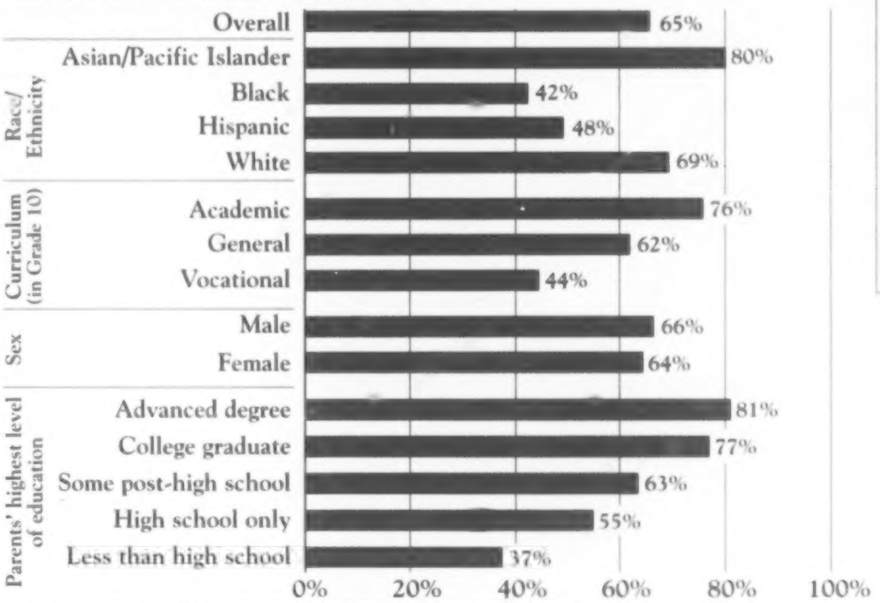


Exhibit 66 (continued)

Progress in Mathematics Achievement from 8th to 10th Grade — Mid-Achieving Students

Percentage of mid-achieving 8th graders who had mastered simple problem-solving by 10th grade

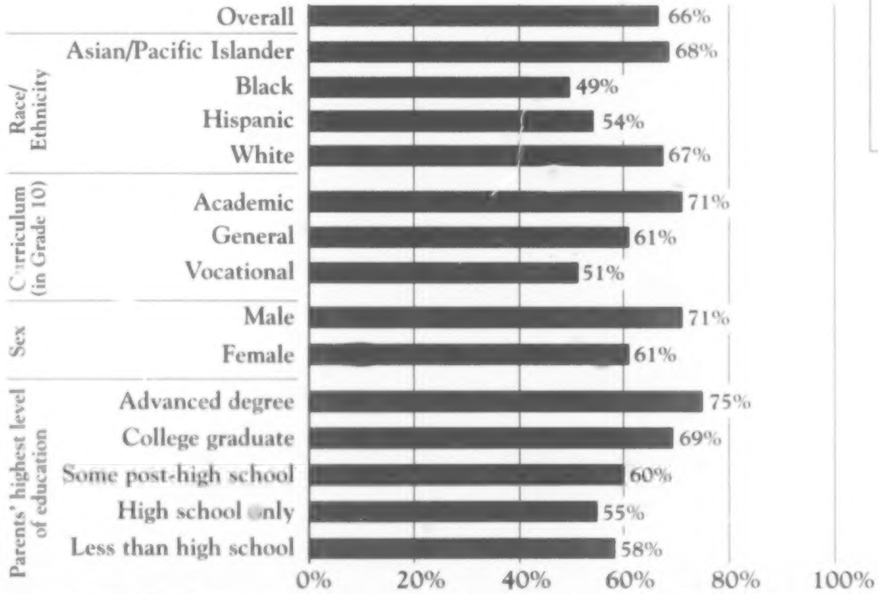


▶ *In 1988, 23% of all American 8th graders had mastered simple operations with decimals, fractions, and roots, but could not solve simple problems requiring the understanding of low-level mathematical concepts. By 1990, nearly two-thirds of these same mid-achieving students (now in the 10th grade) could solve these simple problems.*

Exhibit 66 (continued)

Progress in Mathematics Achievement from 8th to 10th Grade — Higher-Achieving Students

Percentage of higher-achieving 8th graders who were able to solve complex word problems by 10th grade



▶ *In 1988, 22% of all American 8th graders had mastered simple problem-solving. By 1990, nearly two-thirds of these same higher-achieving students (now in the 10th grade) could solve relatively complex word problems using multi-step solutions.*

Source: National Center for Education Statistics and Educational Testing Service, 1992

▶ In 1988, 26% of all American 8th graders had not mastered everyday science knowledge about the natural world (e.g., the fact that the moon does not produce its own light, but reflects the light of the sun). By 1990, over half of these same lower-achieving students had mastered this type of knowledge.

Exhibit 67

Progress in Science Achievement from 8th to 10th Grade — Lower-Achieving Students

Percentage of lower-achieving 8th graders who had mastered everyday science knowledge by 10th grade

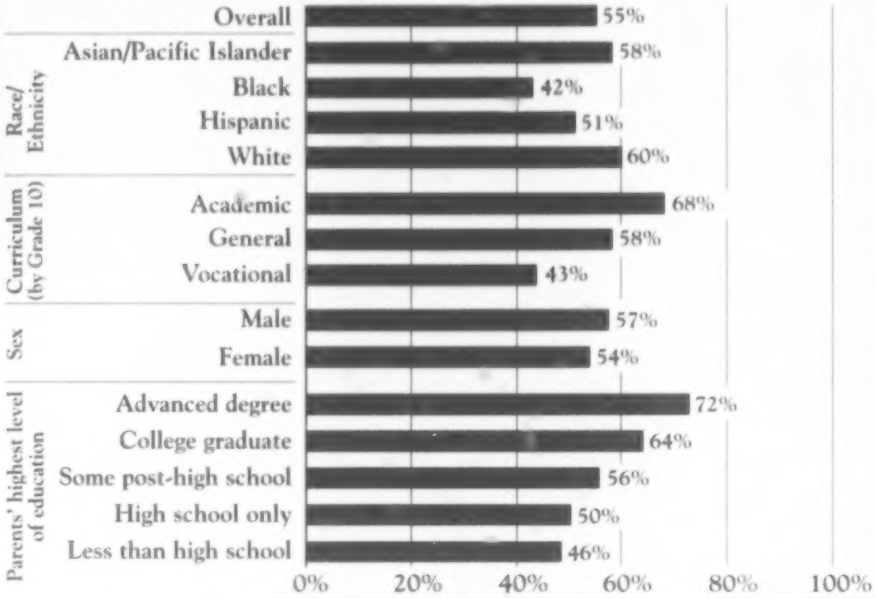
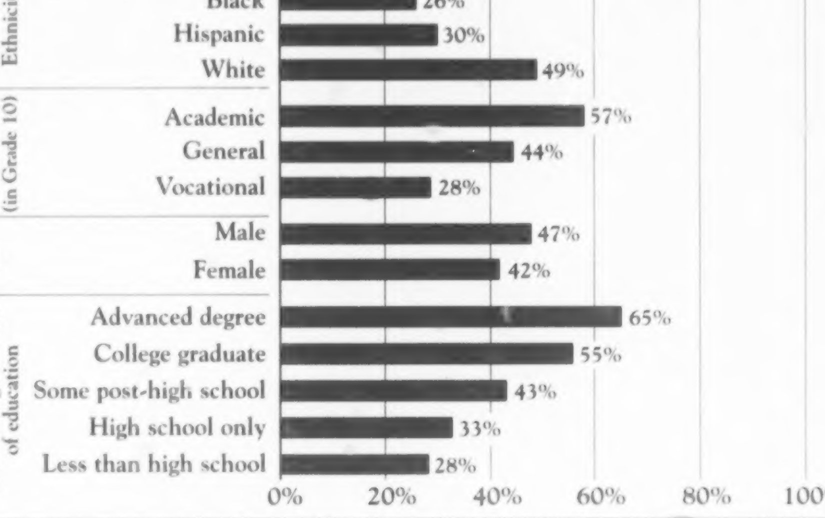


Exhibit 67 (continued)

Progress in Science Achievement from 8th to 10th Grade — Mid-Achieving Students

Percentage of mid-achieving 8th graders who had mastered fundamental science concepts by 10th grade

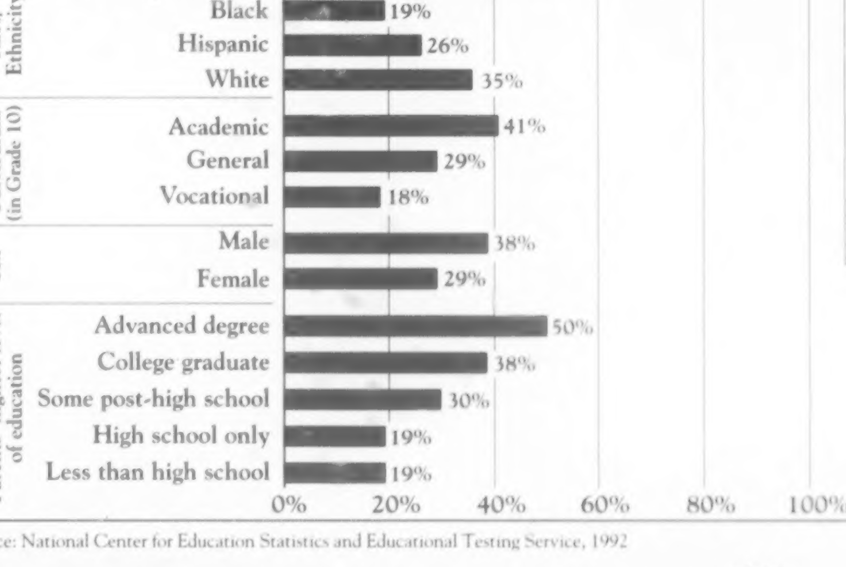


▶ *In 1988, 47% of all American 8th graders had mastered everyday science knowledge , but did not understand fundamental concepts upon which more complex science knowledge can be built (e.g., the ability to discern chemical changes from changes in physical state). By 1990, 44% of these mid-achieving students (now in the 10th grade) had gone on to master these concepts.*

Exhibit 67 (continued)

Progress in Science Achievement from 8th to 10th Grade — Higher-Achieving Students

Percentage of higher-achieving 8th graders who had mastered complex science concepts by 10th grade



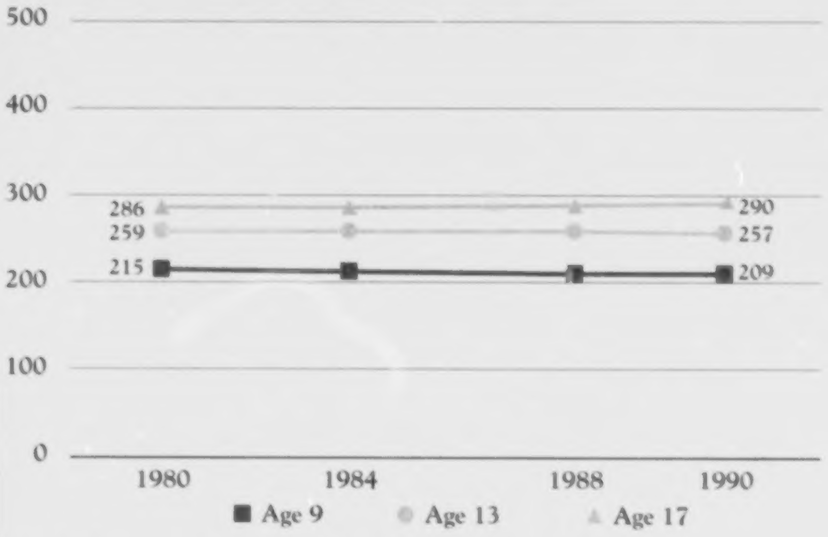
Source: National Center for Education Statistics and Educational Testing Service, 1992

▶ *In 1988, 27% of all American 8th graders had mastered knowledge of fundamental concepts upon which more complex science knowledge can be built. By 1990, 34% of these higher-achieving students (now in the 10th grade) had gone on to master relatively complex scientific concepts (e.g., the ability to predict outcomes in problems dealing with dominant genes and problems involving radioactive half-life).*

Exhibit 68

Trends in Reading Proficiency

Average reading score[1] on a scale of 0 to 500 for students 9, 13, and 17 years old, 1980 to 1990



[1]Complete descriptions of each level can be found in Appendix B.

Source: National Center for Education Statistics, 1991
This exhibit repeats information initially presented in the 1991 Goals Report.

Average Reading Score	1980	1990	Change[1]
Age 9			
All students	215	209	–
Black	189	182	NS
Hispanic	190	189	NS
White	221	217	NS
Age 13			
All students	259	257	NS
Black	233	242	+
Hispanic	237	238	NS
White	264	262	NS
Age 17			
All students	286	290	NS
Black	243	267	+
Hispanic	261	275	+
White	293	297	NS

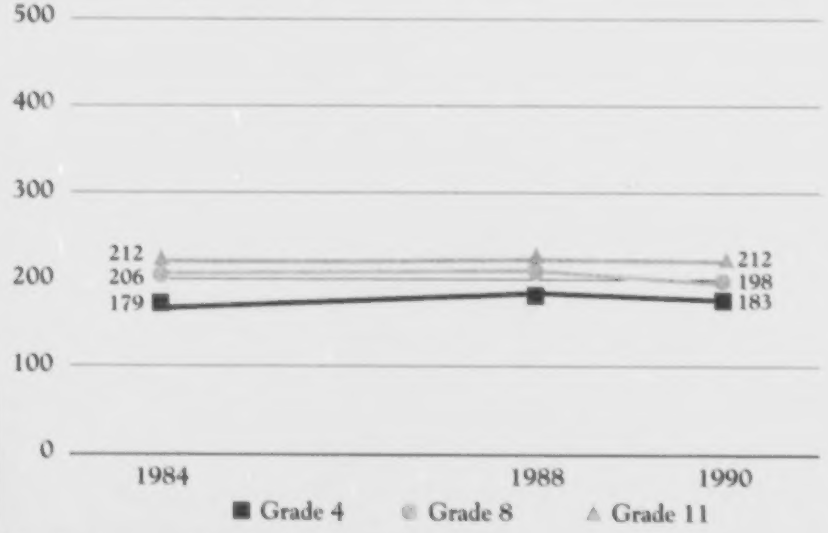
[1]+ means statistically significant increase
– means statistically significant decrease
NS means no statistically significant change

Average reading scores for 13- and 17-year-olds showed little change between 1980 and 1990. The average score for 9-year-olds decreased over the same period.

Exhibit 69

Trends in Writing Proficiency

Average writing score[1] on a scale of 0 to 500 for students in grades 4, 8, and 11, 1984 to 1990



[1]Complete descriptions of each level can be found in Appendix B.

Source: National Center for Education Statistics, 1991
This exhibit repeats information initially presented in the 1991 Goals Report.

Average Writing Score	1984	1990	Change[1]
Grade 4			
All students	179	183	NS
Black	154	155	NS
Hispanic	163	168	NS
White	186	191	NS
Grade 8			
All students	206	198	–
Black	190	182	NS
Hispanic	191	189	NS
White	210	202	–
Grade 11			
All students	212	212	NS
Black	195	194	NS
Hispanic	188	198	NS
White	218	217	NS

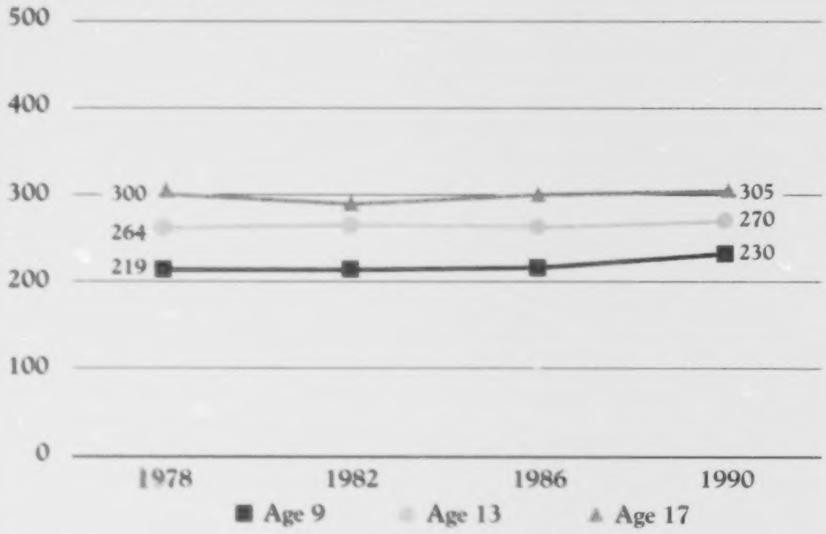
[1]+ means statistically significant increase
– means statistically significant decrease
NS means no statistically significant change

Average writing scores for 4th and 11th graders remained relatively unchanged between 1984 and 1990, while the average score for 8th graders declined.

Exhibit 70

Trends in Mathematics Proficiency

Average mathematics score[1] on a scale of 0 to 500 for students 9, 13, and 17 years old, 1978 to 1990



[1]Complete descriptions of each level can be found in Appendix B.

Average Mathematics Score	1978	1990	Change[1]
Age 9			
All students	219	230	+
Black	192	208	+
Hispanic	203	214	+
White	224	235	+
Age 13			
All students	264	270	+
Black	230	249	+
Hispanic	238	255	+
White	272	276	+
Age 17			
All students	300	305	+
Black	268	289	+
Hispanic	276	284	NS
White	306	310	NS

[1]+ means statistically significant increase
– means statistically significant decrease
NS means no statistically significant change

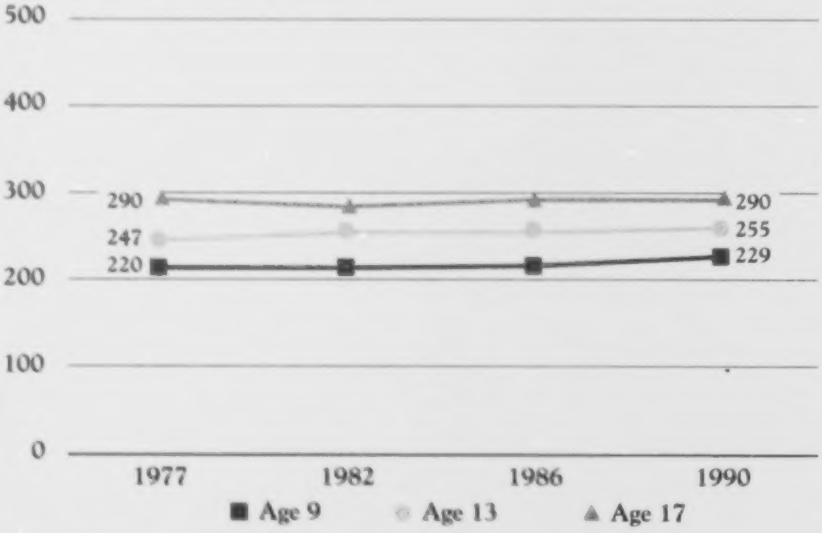
In 1990, average mathematics proficiency for students 9, 13, and 17 years old was at its highest level in twelve years.

Source: National Center for Education Statistics, 1991
This exhibit repeats information initially presented in the 1991 Goals Report.

Exhibit 71

Trends in Science Proficiency

Average science score[1] on a scale of 0 to 500 for students 9, 13, and 17 years old, 1977 to 1990



[1]Complete descriptions of each level can be found in Appendix B.

Average Science Score	1977	1990	Change[1]
Age 9			
All students	220	229	+
Black	175	196	+
Hispanic	192	206	+
White	230	238	+
Age 13			
All students	247	255	+
Black	208	226	+
Hispanic	213	232	+
White	256	264	+
Age 17			
All students	290	290	NS
Black	240	253	+
Hispanic	262	262	NS
White	298	301	NS

[1]+ means statistically significant increase
– means statistically significant decrease
NS means no statistically significant change

Average science scores for 9- and 13-year-olds increased between 1977 and 1990. The average score for 17-year-olds remained the same.

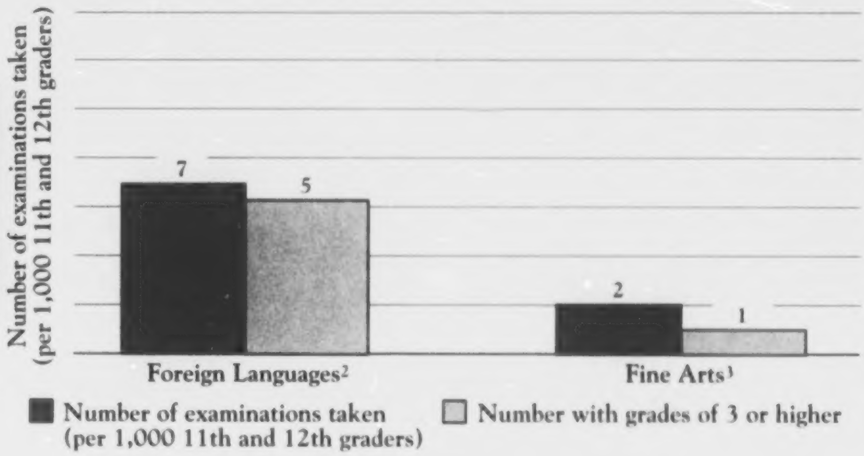
Source: National Center for Education Statistics, 1991
This exhibit repeats information initially presented in the 1991 Goals Report.

Exhibit 72

Advanced Placement Results – Foreign Languages and Fine Arts

Number of examinations taken (per 1,000 11th and 12th graders) in foreign languages and fine arts, and number receiving grades of 3 or higher,[1] 1992

For every 1,000 11th and 12th graders enrolled in 1992, seven Advanced Placement examinations were taken in foreign languages and two were taken in fine arts.



[1] A grade of 3 or higher is generally high enough to make students eligible for college credit.
[2] Includes French Language, French Literature, Spanish Language, Spanish Literature, and German.
[3] Includes Art History, Studio Art (Drawing and General), and Music Theory.

Between 1991 and 1992, the number of Advanced Placement examinations taken (per 1,000 11th and 12th graders) in foreign languages and fine arts remained the same.

Change Since 1991

Number of Advanced Placement examinations taken (per 1,000 11th and 12th graders) in foreign languages and fine arts, and number receiving grades of 3 or higher:

	Total number number taken[1]		Number with grades below 3		Number with grades of 3 or higher	
	1991	1992	1991	1992	1991	1992
Foreign Languages	7	7	2	2	5	5
Fine Arts	2	2	<1	1	1	1

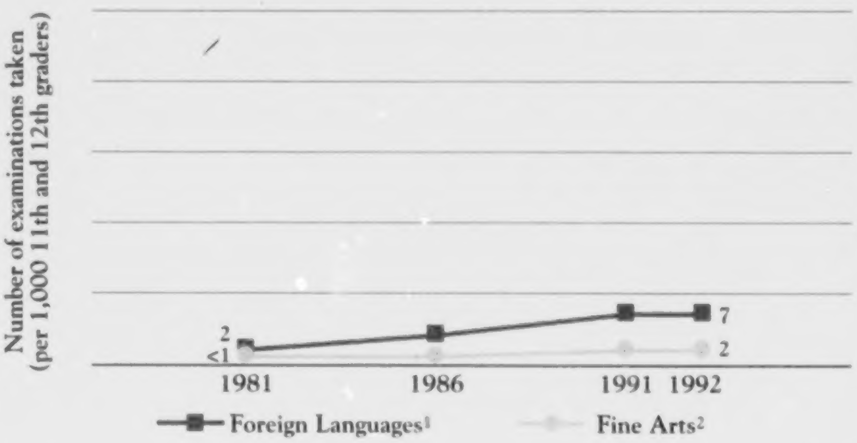
[1] Numbers with grades of 3 or higher and numbers with grades below 3 may not always add to total number taken due to rounding.

Source: The College Board, 1991 and 1992
This exhibit updates and modifies information initially presented in the 1991 Goals Report.

Exhibit 73

Trends in Advanced Placement Examinations – Foreign Languages and Fine Arts

Number of examinations taken (per 1,000 11th and 12th graders) in foreign languages and fine arts, 1981 to 1992



[1] Includes French Language, French Literature, Spanish Language, Spanish Literature, and German.

[2] Includes Art History, Studio Art (Drawing and General), and Music Theory.

Source: The College Board, 1991 and 1992

This exhibit updates and modifies information initially presented in the 1991 Goals Report.

Foreign Languages

	1986	1992	% Change
Total	21,284	40,832	92%
American Indian/ Alaskan Native	28	93	232%
Asian/Pacific Islander	1,336	4,198	214%
Black	485	1,084	124%
Hispanic	2,876	11,367	295%
White	13,207	20,654	56%
Other/Not Stated	3,352	3,436	3%

Fine Arts

	1986	1992	% Change
Total	4,069	10,706	163%
American Indian/ Alaskan Native	23	75	226%
Asian/Pacific Islander	300	1,372	357%
Black	105	357	240%
Hispanic	142	563	296%
White	2,755	7,356	167%
Other/Not Stated	744	983	32%

Between 1986 and 1992, the number of Advanced Placement examinations taken (per 1,000 11th and 12th graders) in foreign languages increased by 92%, and the number taken in fine arts increased by 163%.

Between 1982 and 1987, the percentage of all high school graduates who had completed challenging courses in the core subjects increased, except in geography.

Exhibit 74

High School Course Completion – Core Subjects

Percentage of high school graduates who completed selected courses, 1982 and 1987

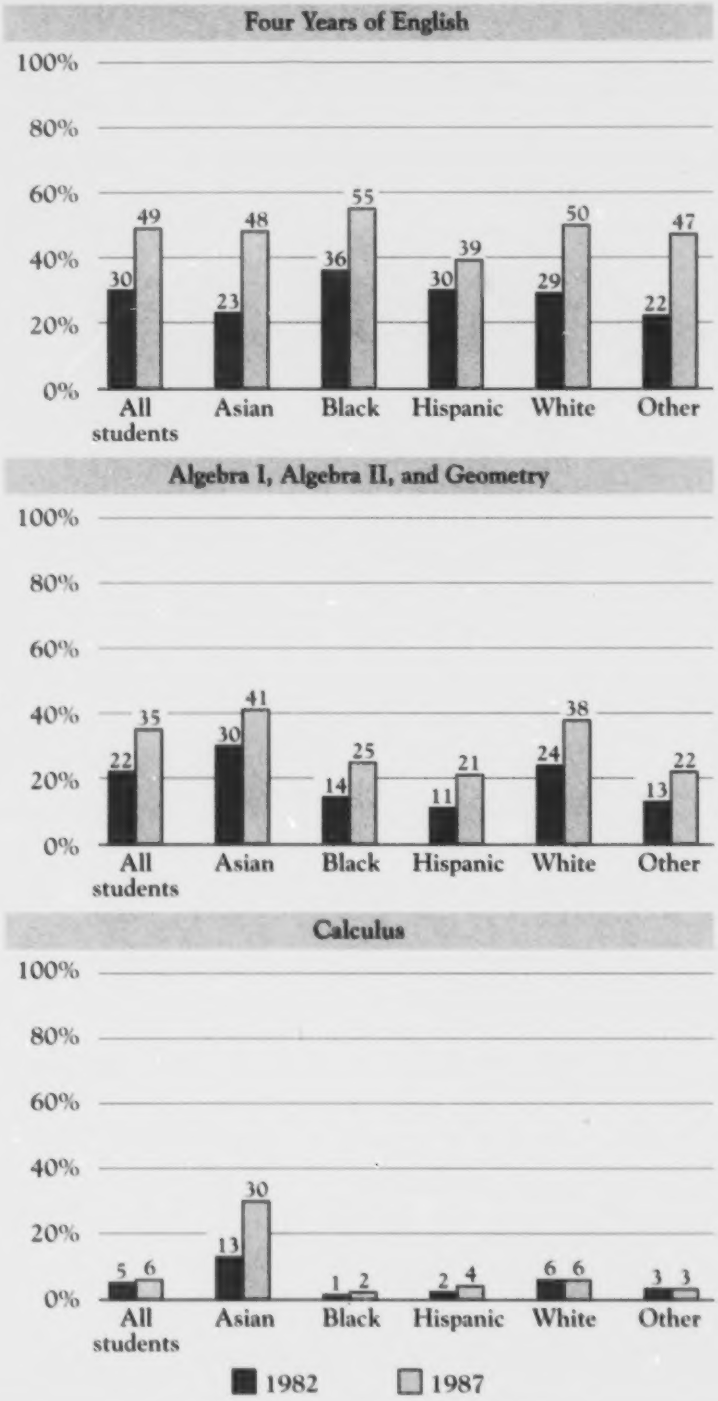
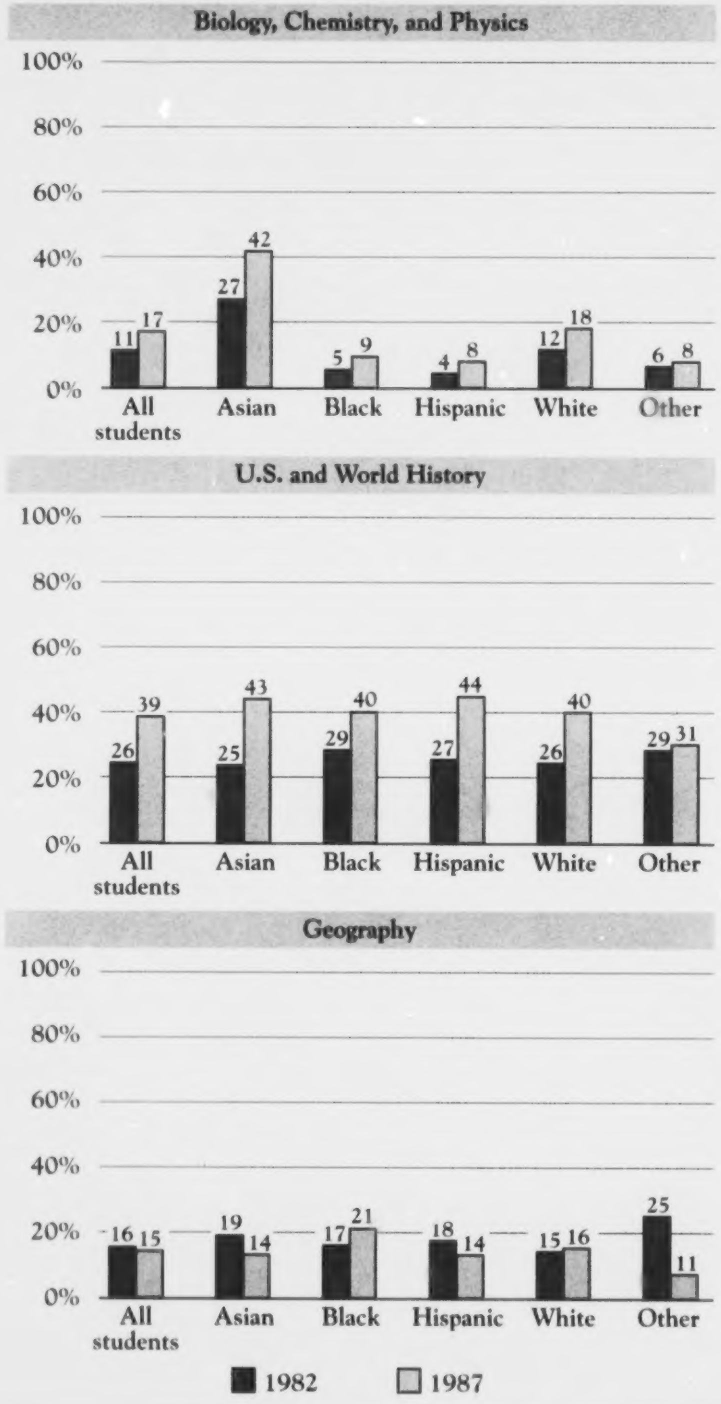


Exhibit 74 (continued)

High School Course Completion – Core Subjects

Percentage of high school graduates who completed selected courses, 1982 and 1987



Biology, Chemistry, and Physics

U.S. and World History

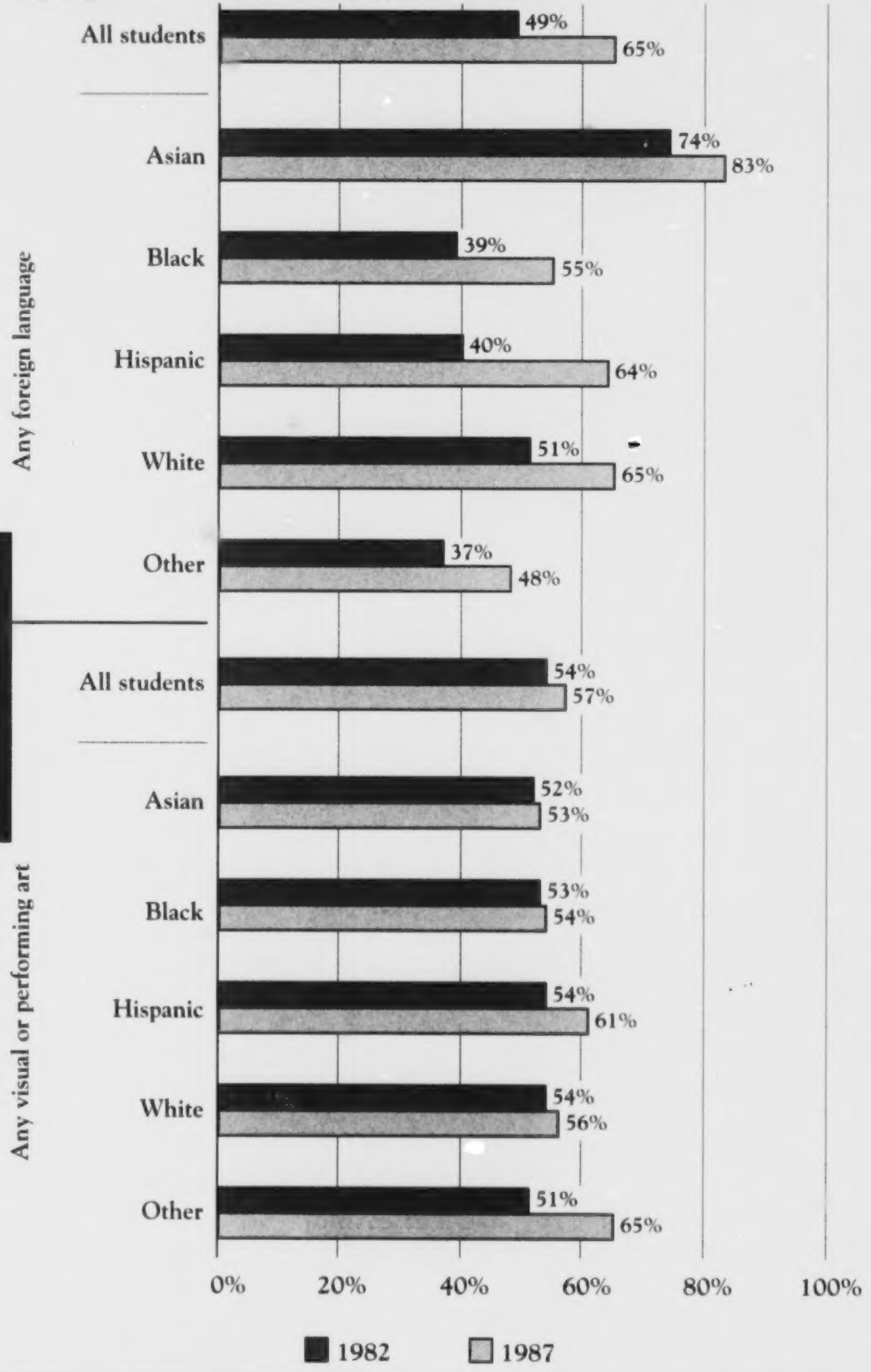
Geography

Source: National Center for Education Statistics, 1988
This exhibit repeats information initially presented in the 1991 Goals Report.

Exhibit 75

High School Course Completion – Foreign Languages and Fine Arts

Percentage of high school graduates who completed foreign language and fine arts courses, 1982 and 1987



Between 1982 and 1987, the percentage of high school graduates who had completed courses in foreign languages increased substantially, while the percentage who had completed courses in fine arts increased slightly.

Source: National Center for Education Statistics, 1988
This exhibit repeats information initially presented in the 1991 Goals Report.

Goal 4: Science and Mathematics

▶ ***By the year 2000, U.S. students will be first in the world in science and mathematics achievement.***

Objectives:

- Math and science education will be strengthened throughout the system, especially in the early grades.
- The number of teachers with a substantive background in mathematics and science will increase by 50 percent.
- The number of U.S. undergraduate and graduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly.

Goal 4: Science and Mathematics

Additional important points:

The 1992 Goals Report presents new and updated information on instructional characteristics and practices in science and mathematics. Major new findings include:

International Science and Mathematics Comparisons: Differences in School, Home, and Student Characteristics

- Compared to students in France, Hungary, Korea, Switzerland, and Taiwan, American 13-year-olds are generally more likely to do science experiments, to use computers, and to have more books in their homes. However, they also spend less time on homework and more time watching television. (See Exhibits 76 and 77.)

Science Instructional Practices

- In 1990, most students were not receiving the kinds of instruction needed to apply science ideas outside of the classroom, and many teachers did not have adequate facilities or supplies to pursue these types of instruction. (See Exhibit 78.)

Student and School Attitudes Toward Science and Mathematics

- In 1990, students in higher grades had less positive attitudes toward science and mathematics than students in lower grades. Females were especially likely to exhibit increasingly negative attitudes in the higher grades. (See Exhibit 82.)

- Substantial numbers of secondary schools have not identified science and mathematics as instructional priorities. In 1990, 35% of 12th graders attended schools where science was identified as a priority; 57% of 12th graders attended schools where mathematics was considered a priority. (See Exhibit 83.)

Trends in Advanced Placement Science and Mathematics Examinations

- During the past six years, the numbers of Advanced Placement (AP) examinations taken in science and mathematics have increased substantially. While males continue to take substantially more AP examinations in these areas than females, the gap is narrowing. Females now surpass males in the number of biology examinations taken. (See Exhibits 84 and 85.)

- Between 1981 and 1992, the numbers of Advanced Placement science and mathematics examinations taken increased substantially for every racial/ethnic group. (See Exhibits 86 and 87.)

Degrees Awarded in Science and Mathematics

- In 1990, 137 science degrees were awarded to U.S. citizens out of every 1,000 22-year-olds; five mathematics degrees were awarded. Whites and Asian/Pacific Islanders were much more likely to possess such degrees than Blacks, Hispanics, or American Indians/Alaskan Natives. (See Exhibit 88.)

- Between 1989 and 1990, the number of science degrees awarded to U.S. citizens (per 1,000 22-year-olds) increased slightly, while the number awarded in mathematics stayed the same. (See Exhibit 88.)

Teacher Preparation

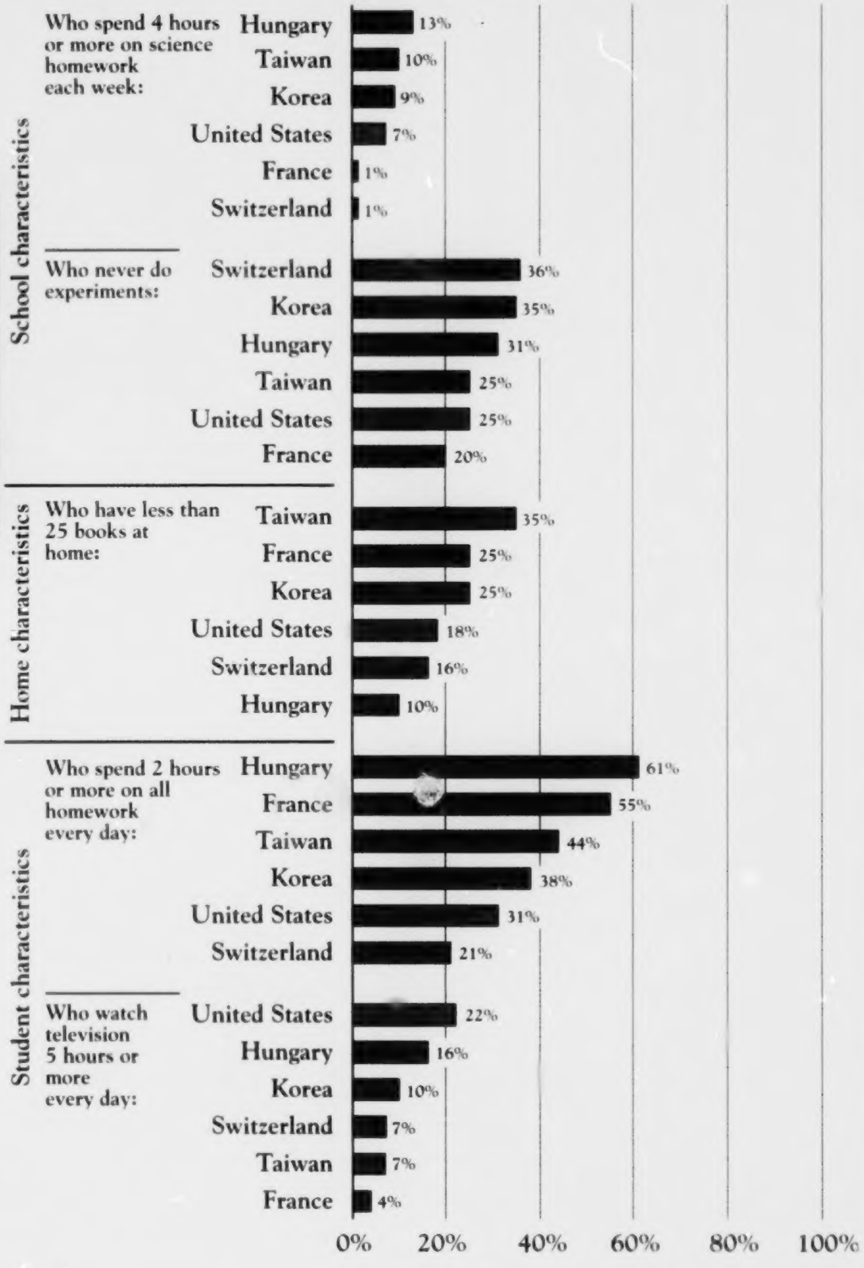
- In 1991, 78% of all high school science teachers held a degree in science or science education, while 68% of all high school mathematics teachers held a degree in mathematics or mathematics education. These levels were not statistically different from those in 1988. (See Exhibit 93.)

Exhibit 76

International Science Comparisons: Differences in School, Home, and Student Characteristics

Percentage of 13-year-old students in six countries,[1] 1991

American 13-year-olds are generally more likely to do science experiments and to have more books in their homes than their counterparts in other countries. However, American students tend to spend less time doing homework and lead the nations in the amount of television watched.



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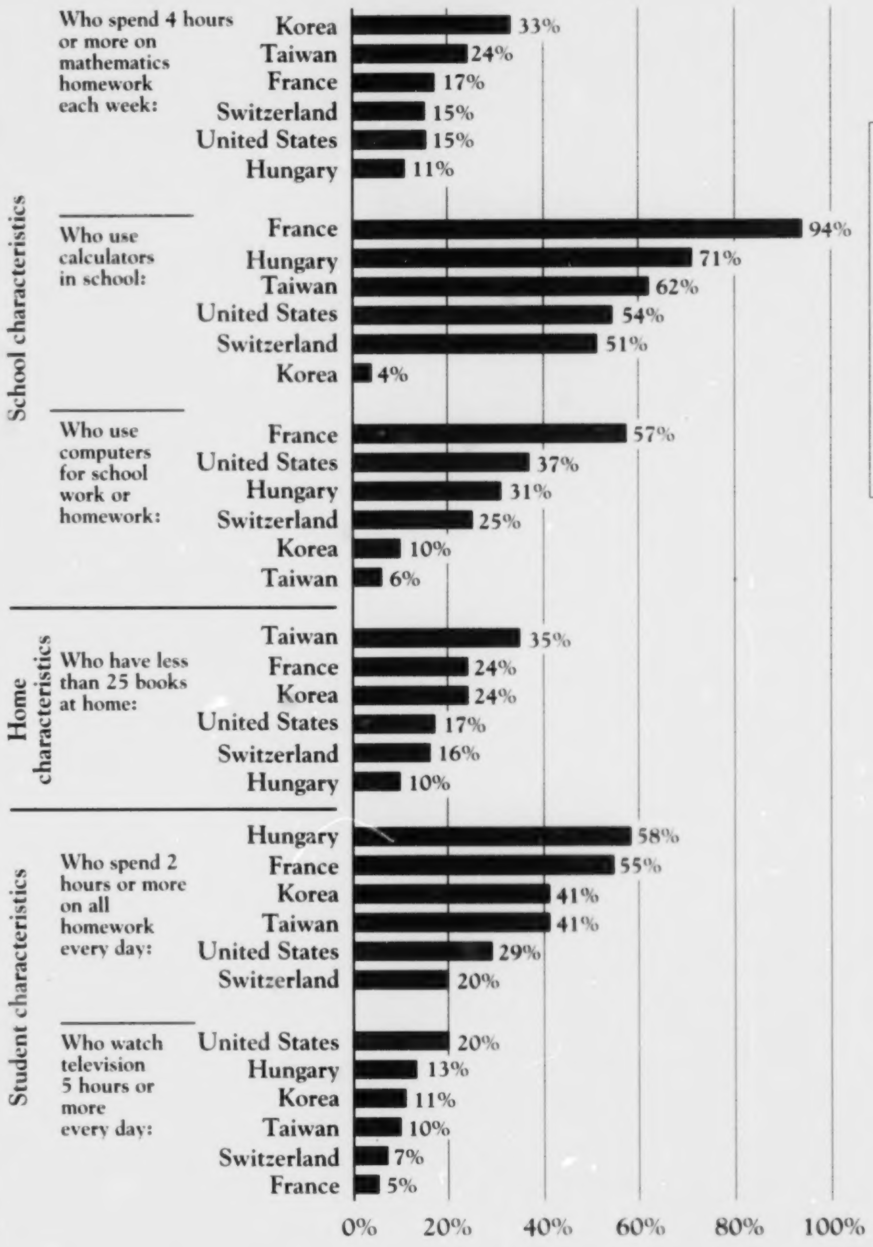
[1] Students from Brazil, Canada, China, England, Ireland, Israel, Italy, Jordan, Portugal, Scotland, Slovenia, the Soviet Union, and Spain also participated in this assessment.

Source: Educational Testing Service, 1992

Exhibit 77

International Mathematics Comparisons: Differences in School, Home, and Student Characteristics

Percentage of 13-year-old students in six countries,[1] 1991



American 13-year-olds are generally more likely to use computers and to have more books in their homes than their counterparts in other countries. However, American students tend to spend less time doing homework and using calculators in school, and lead the nations in the amount of television watched.

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[1] Students from Brazil, Canada, China, England, Ireland, Israel, Italy, Jordan, Mozambique, Portugal, Scotland, Slovenia, the Soviet Union, and Spain also participated in this assessment.

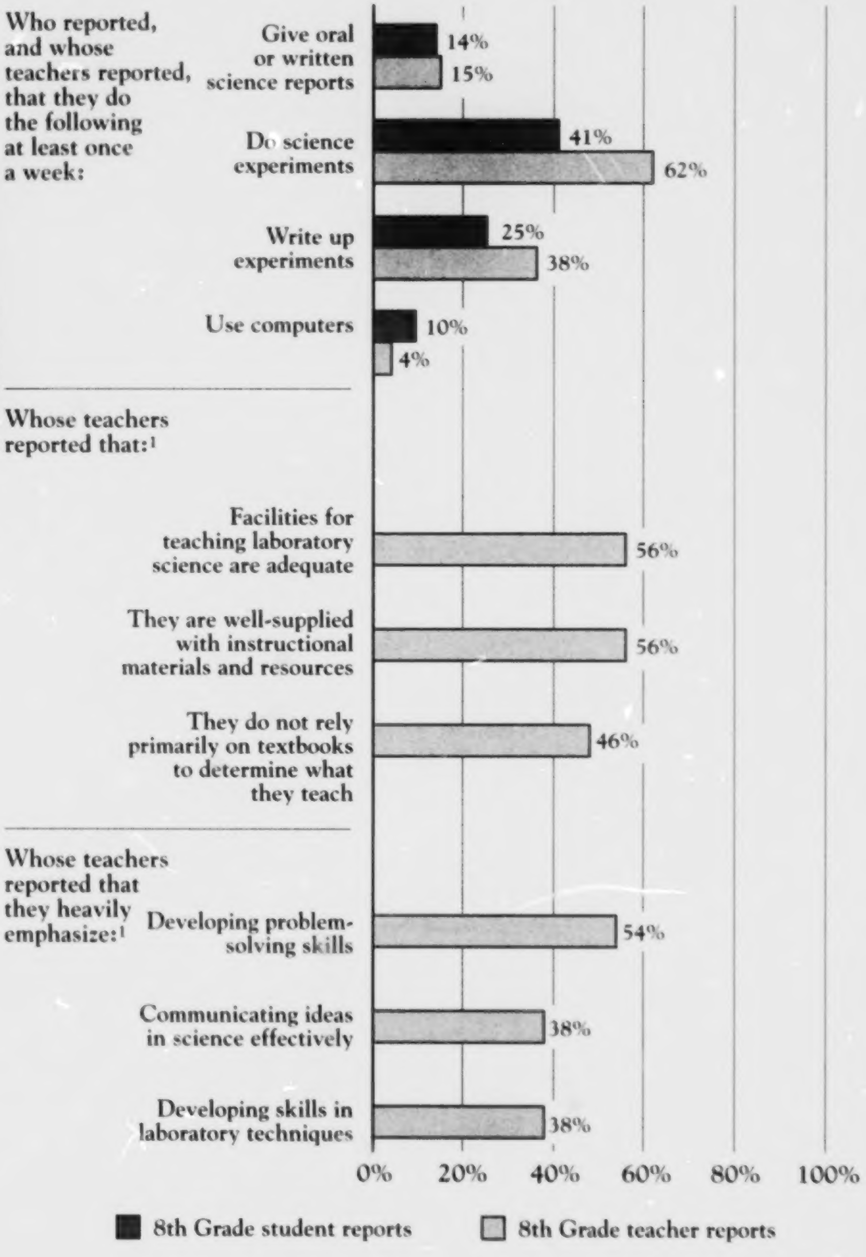
Source: Educational Testing Service, 1992

In 1990, most students were not receiving the kinds of instruction needed to apply science ideas outside of the classroom, and many teachers did not have adequate facilities or supplies to pursue these types of instruction.

Exhibit 78

Science Instructional Practices

Percentage of 8th graders, 1990



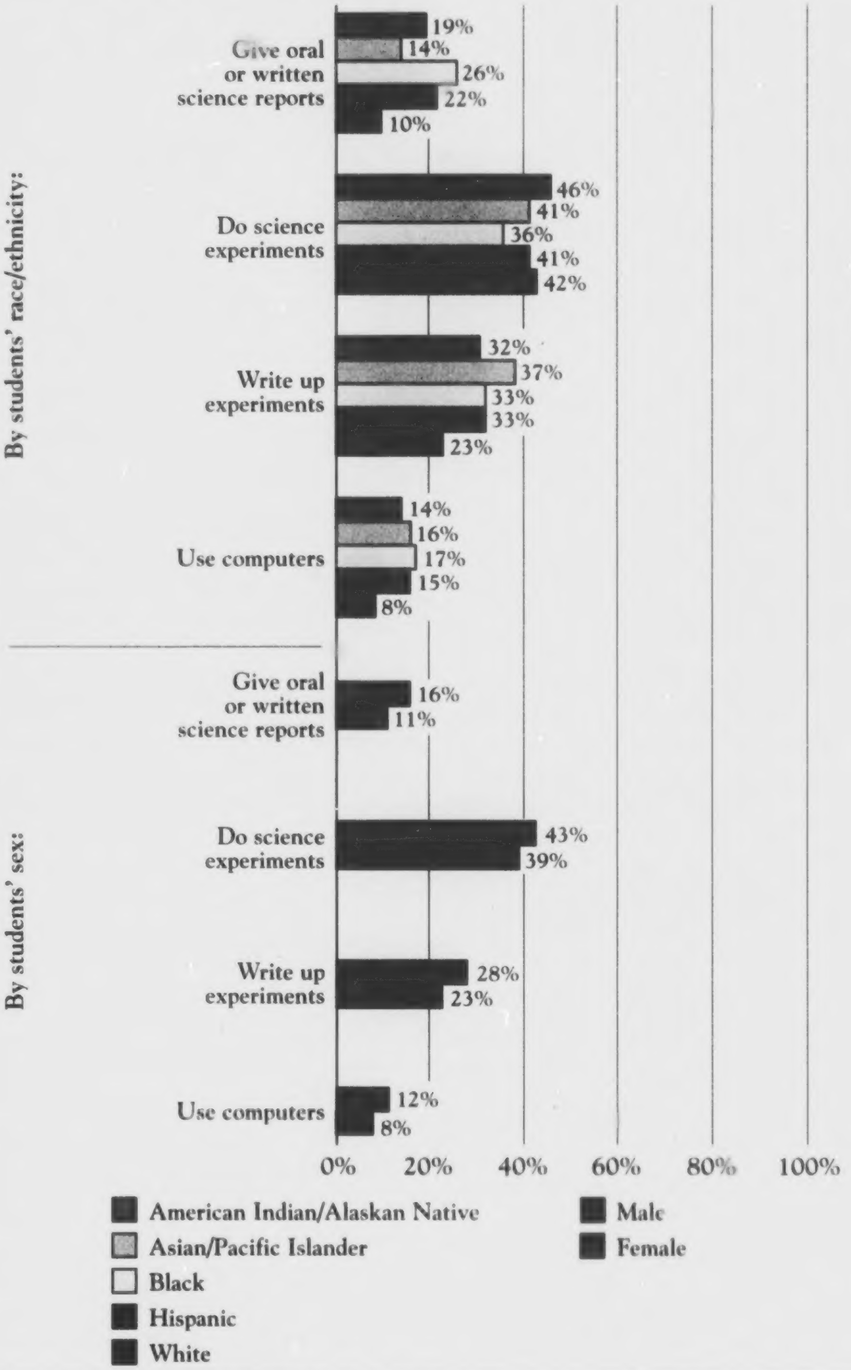
[1] This information was not collected from 8th grade students.

Source: National Center for Education Statistics and Westat, Inc., 1992

Exhibit 79

Science Instructional Practices, by Sex and by Race/Ethnicity

Percentage of 8th graders who reported doing these activities at least once a week, 1990



In 1990, the percentage of 8th graders who performed or wrote up science experiments, gave reports, and used computers in science class varied greatly among different racial/ethnic groups, according to student reports. Males were more likely than females to receive this kind of instruction.

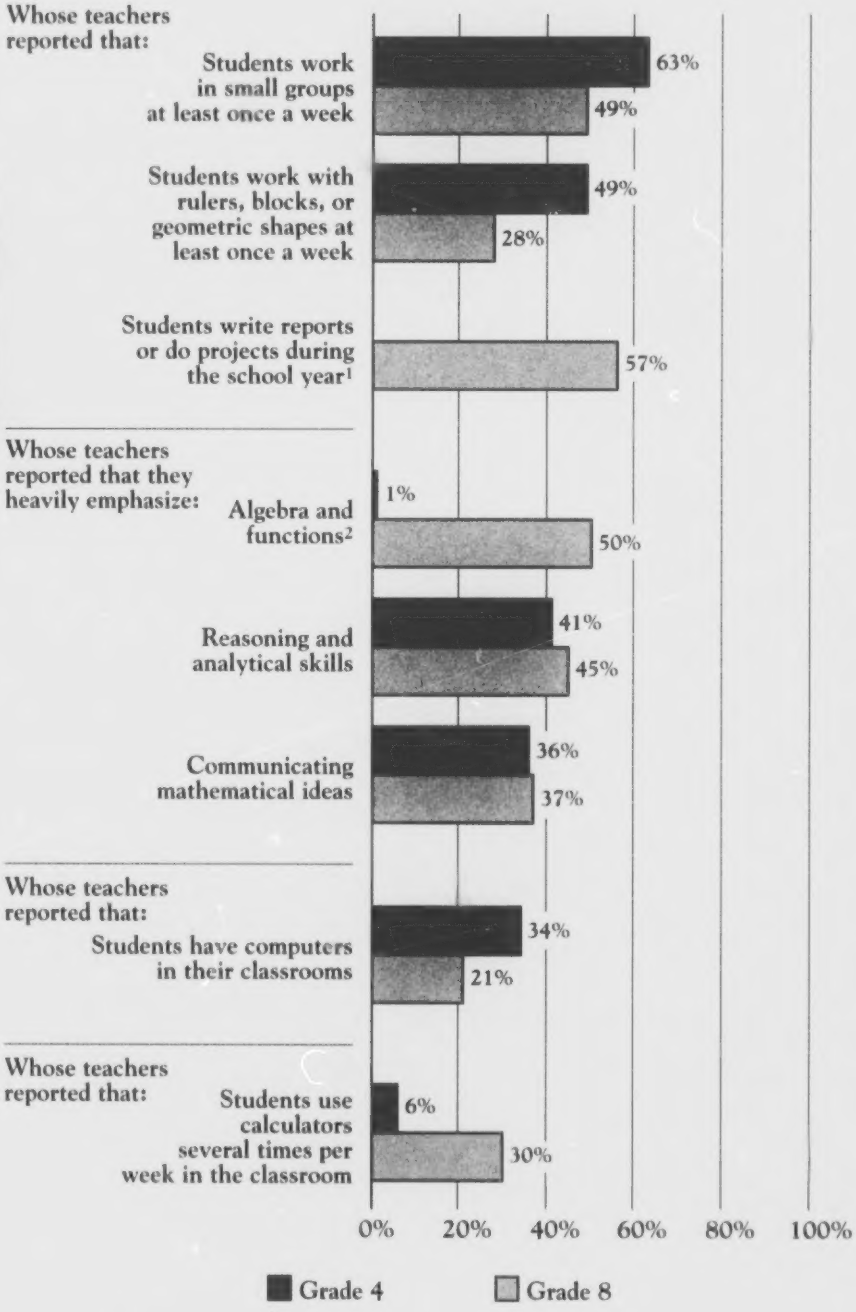
Source: National Center for Education Statistics and Westat, Inc., 1992

In 1990, substantial numbers of 4th and 8th grade students were not receiving the kind of instruction recommended by mathematics education experts, such as working in small groups and doing projects.

Exhibit 80

Mathematics Instructional Practices

Percentage of 4th and 8th graders, 1990



[1] This information was not collected for 4th graders.

[2] Informal introduction of concepts at Grade 4.

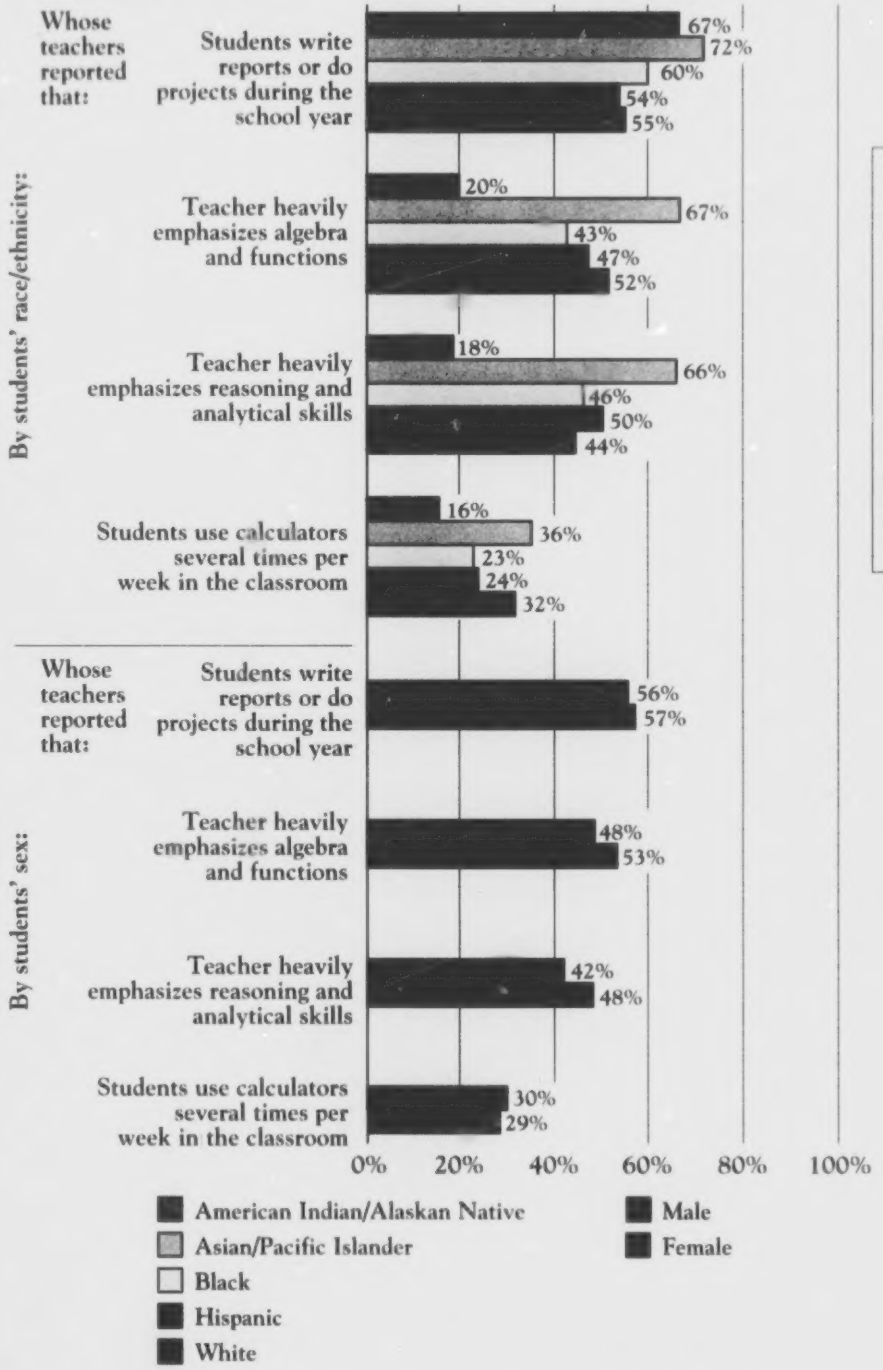
Source: National Center for Education Statistics, 1991

This exhibit repeats information initially presented in the 1991 Goals Report.

Exhibit 81

Mathematics Instructional Practices, by Sex and by Race/Ethnicity

Percentage of 8th graders, 1990



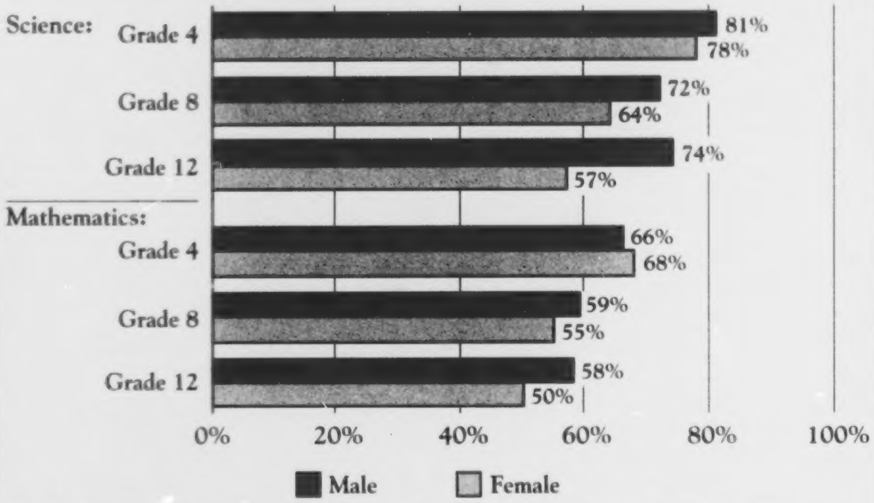
In 1990, Asian/Pacific Islander students were much more likely to receive the kinds of instruction recommended by mathematics experts than students from other racial/ethnic groups, according to teacher reports. Female students were slightly more likely than males to receive these same kinds of instruction.

Source: National Center for Education Statistics, 1991, and Westat, Inc., 1992

Exhibit 82

Student Attitudes Toward Science and Mathematics

Percentage of students who reported positive attitudes[1] toward science and mathematics, 1990



[1] Defined as response of "yes" to the question "Do you like science?" and response of "agree" or "strongly agree" to the statement "I like mathematics."

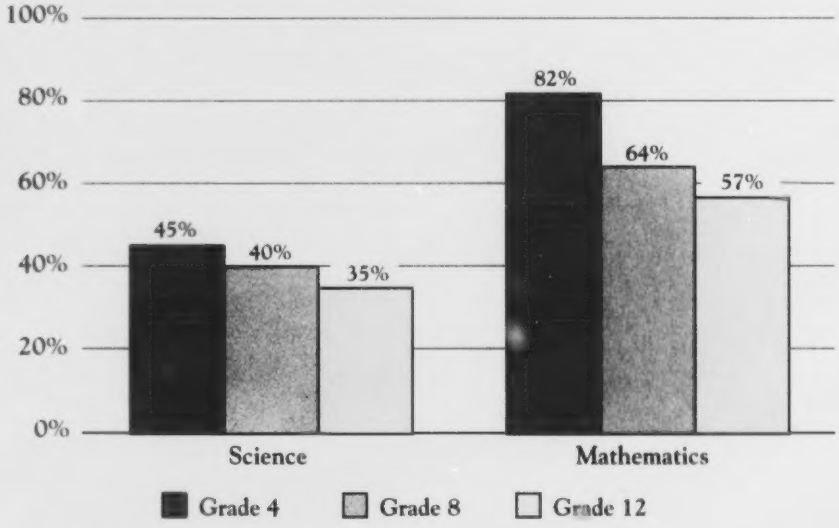
Source: National Center for Education Statistics, 1991 and 1992

In 1990, students in higher grades were less likely to have positive attitudes toward science and mathematics than students in lower grades. The gap between males and females increased substantially from Grade 4 to Grade 12, particularly in science.

Exhibit 83

Priority of Science and Mathematics in Schools

Percentage of students enrolled in schools which had identified science and mathematics as priorities, 1990



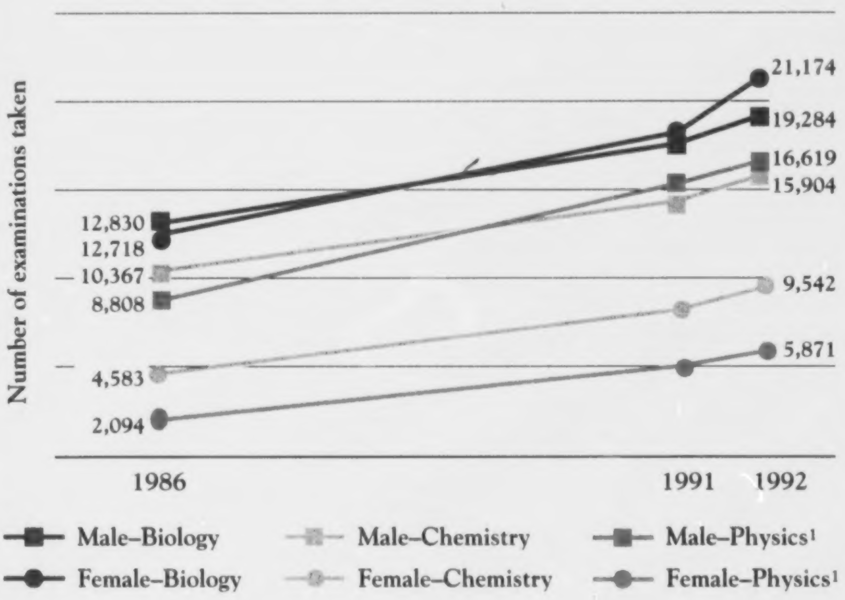
Source: National Center for Education Statistics, 1991 and 1992

Science and mathematics have not been identified as priorities in substantial numbers of the nation's schools, particularly secondary-level science.

Exhibit 84

Trends in Advanced Placement Science Examinations, by Sex

Number of examinations taken in science, 1986 to 1992



Biology	1986	1992	% Change
Total	25,548	40,458	+ 58%
Male	12,830	19,284	+ 50%
Female	12,718	21,174	+ 66%

Chemistry	1986	1992	% Change
Total	14,950	25,446	+ 70%
Male	10,367	15,904	+ 53%
Female	4,583	9,542	+108%

Physics	1986	1992	% Change
Total	10,902	22,490	+106%
Male	8,808	16,619	+ 89%
Female	2,094	5,871	+180%

During the past six years, the number of Advanced Placement examinations taken in science has increased 58% in Biology, 70% in Chemistry, and 106% in Physics. Although males took more than 1½ times as many Chemistry examinations and nearly 3 times as many Physics examinations as did females in 1992, females have narrowed the gap and surpassed males in the number of Biology examinations taken.

[1] Includes Physics B, Physics C (Mechanics), and Physics C (Electricity and Magnetism).

Source: The College Board, various years

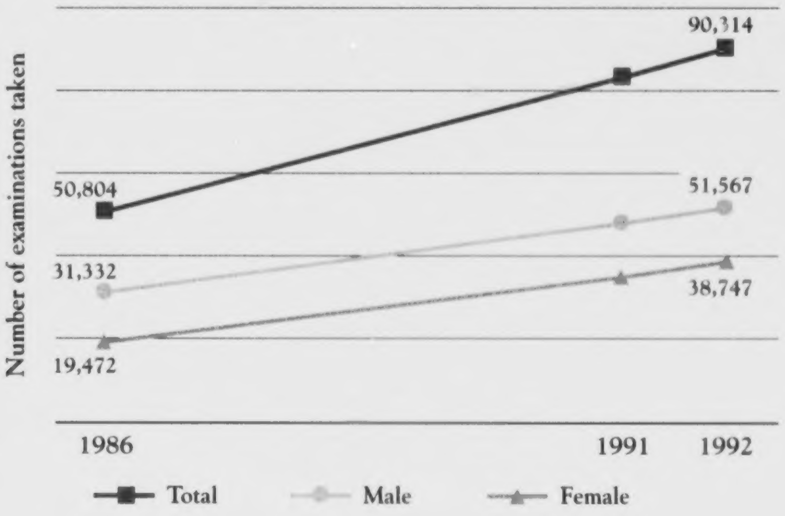
Exhibit 85

Trends in Advanced Placement Mathematics Examinations, by Sex

Number of examinations taken in mathematics,[1] 1986 to 1992

	1986	1992	% Change
Total	50,804	90,314	+78%
Male	31,332	51,567	+65%
Female	19,472	38,747	+99%

During the past six years, the total number of Advanced Placement Calculus examinations taken increased by 78%. Rates of increase were greater for females than for males, though males still took substantially more Calculus examinations.



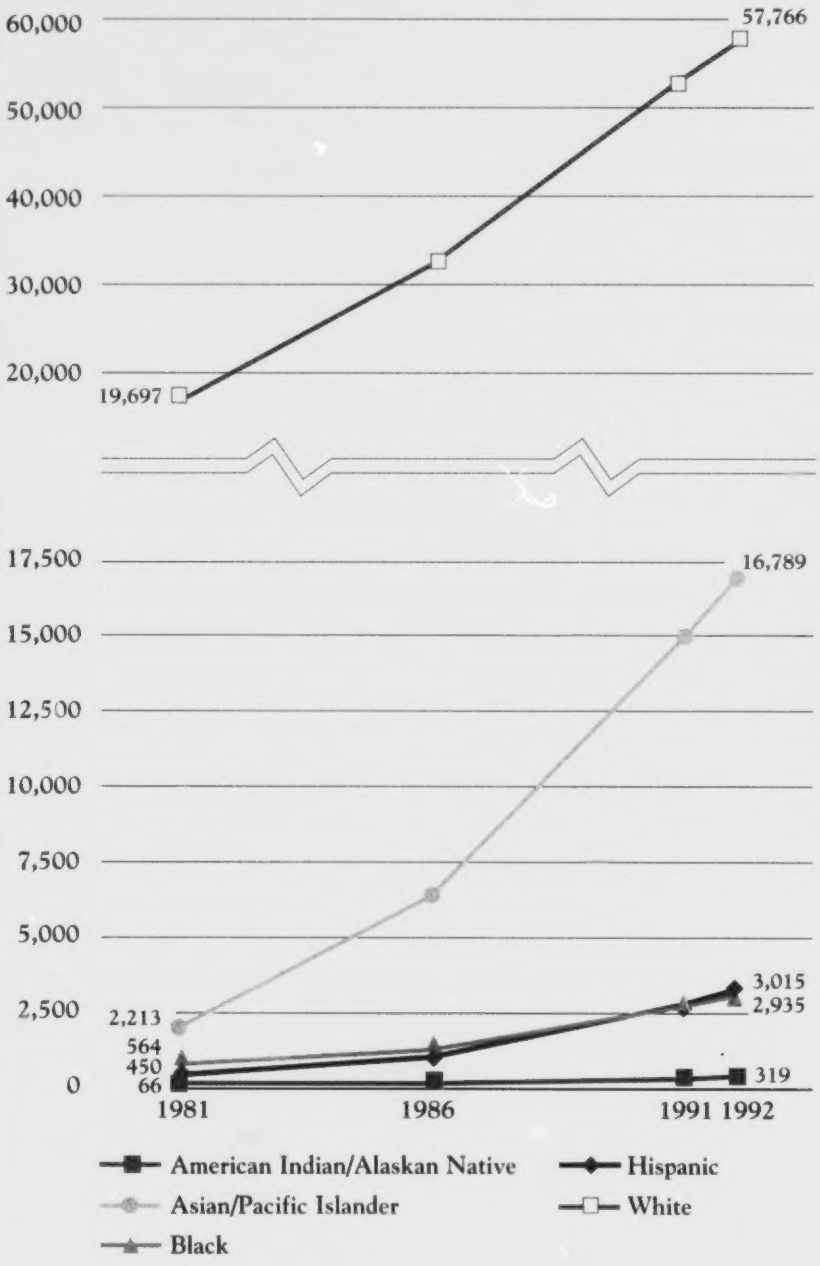
[1] Includes Calculus AB and Calculus BC.

Source: The College Board, various years

Exhibit 86

Trends in Advanced Placement Science Examinations, by Race/Ethnicity

Number of examinations taken in science,[1] 1981 to 1992



Nearly three times as many Advanced Placement science examinations were taken in 1992 as in 1981. Though White students accounted for nearly three-fourths of the exam takers in 1992, the numbers of examinations taken by minority students increased at much faster rates.

	1981	1992	% Change
Total	30,588	88,394	+189%
American Indian/ Alaskan Native	66	319	+383%
Asian/Pacific Islander	2,213	16,789	+659%
Black	564	2,935	+420%
Hispanic	450	3,015	+570%
White	19,697	57,766	+193%
Other/Not Stated	7,598	7,570	0%

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[1] Includes Biology, Chemistry, Physics B, Physics C (Mechanics), and Physics C (Electricity and Magnetism).

Source: The College Board, various years

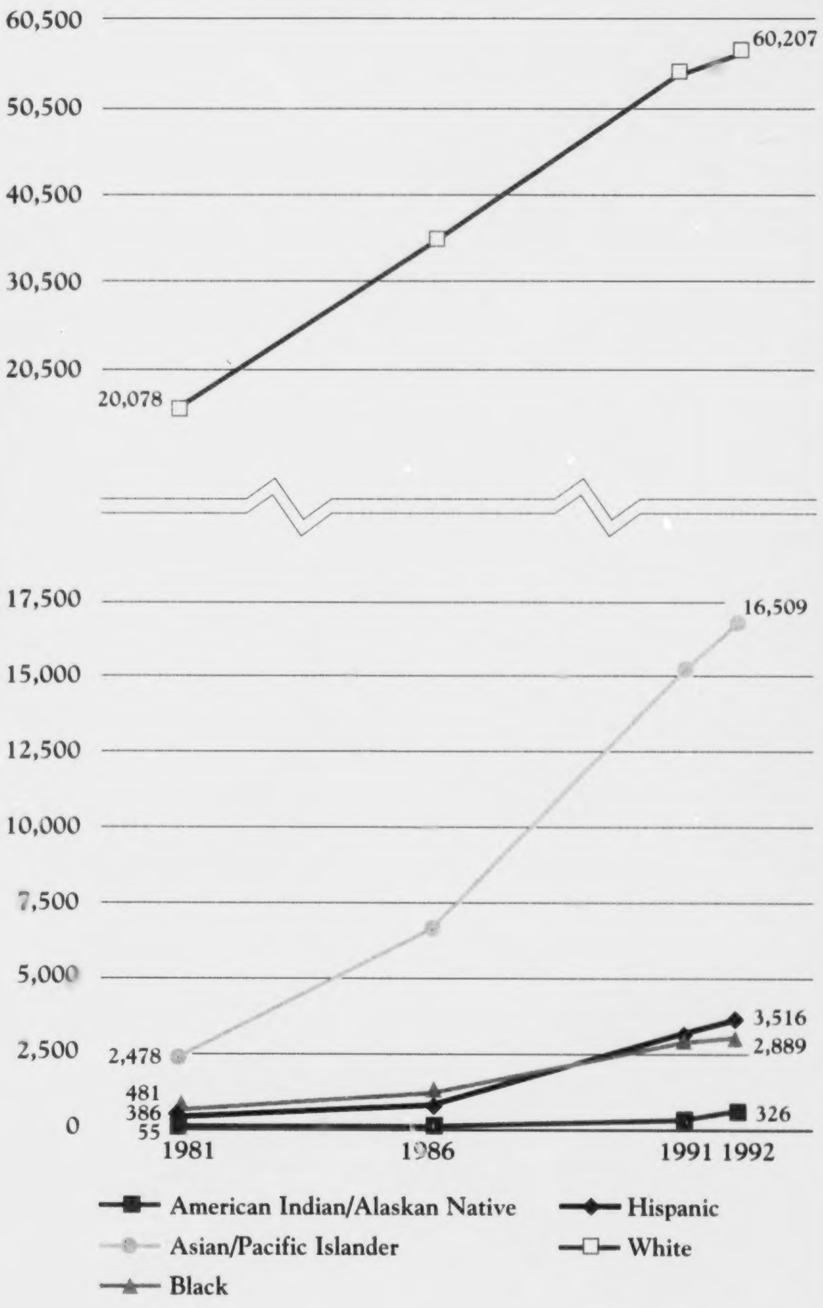
Exhibit 87

Trends in Advanced Placement Mathematics Examinations, by Race/Ethnicity

Number of examinations taken in mathematics,[1] 1981 to 1992

The total number of Advanced Placement Calculus examinations taken during the past eleven years has nearly tripled. Though White students took about three-fourths of the Calculus examinations in 1992, rates of increase were greatest among minority students.

	1981	1992	% Change
Total	30,573	90,314	+195%
American Indian/ Alaskan Native	55	326	+493%
Asian/Pacific Islander	2,478	16,509	+566%
Black	481	2,889	+501%
Hispanic	386	3,516	+811%
White	20,078	60,207	+200%
Other/Not Stated	7,095	6,867	– 3%



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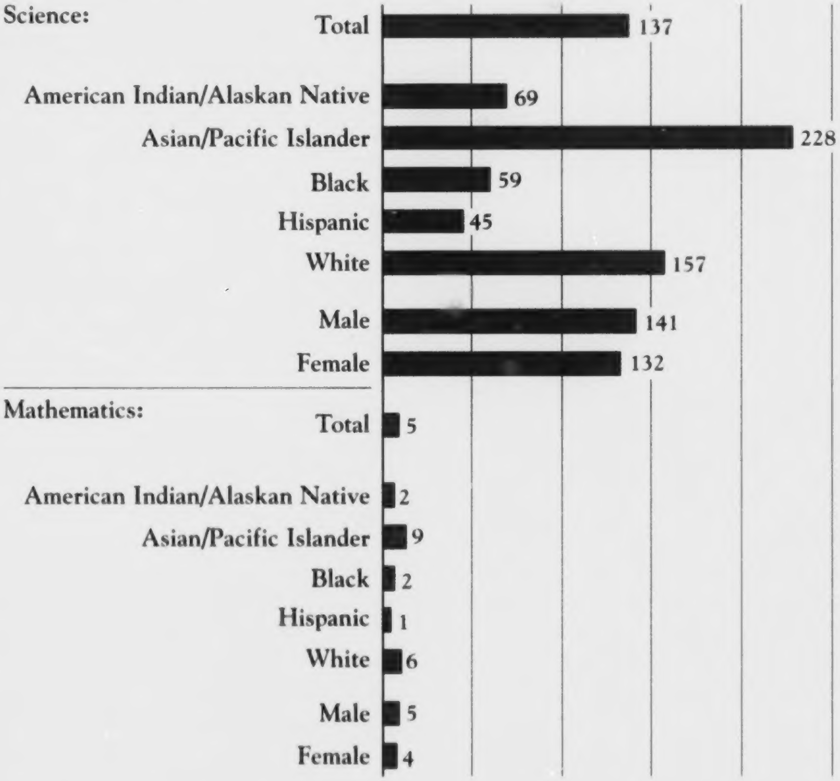
[1] Includes Calculus AB and Calculus BC.

Source: The College Board, various years

Exhibit 88

Science and Mathematics Degrees Awarded to U.S. Citizens

Number of degrees[1] awarded to U.S. citizens (per 1,000 22-year-olds), 1990



[1] Includes bachelor's, master's, and doctoral degrees. Numbers are not comparable to those reported in Exhibit 7; see technical notes in Appendix B.

In 1990, 137 science degrees were awarded to U.S. citizens out of every 1,000 22-year-olds. In contrast, only five mathematics degrees were awarded to U.S. citizens out of every 1,000 22-year-olds. Asian/Pacific Islander and male students were more likely to be awarded a degree in these areas.

Change Since 1989

Number of degrees[1] awarded to U.S. citizens in science and mathematics (per 1,000 22-year-olds):

	Science Degrees		Mathematics Degrees	
	1989	1990	1989	1990
Total	135	137	5	5
American Indian/Alaskan Native	71	69	2	2
Asian/Pacific Islander	233	228	11	9
Black	55	59	2	2
Hispanic	51	45	1	1
White	156	157	6	6
Male	144	141	5	5
Female	126	132	4	4

[1] Includes bachelor's, master's, and doctoral degrees. Numbers are not comparable to those reported in Exhibit 7; see technical notes in Appendix B.

Between 1989 and 1990, the number of degrees awarded to U.S. citizens in science (per 1,000 22-year-olds) increased slightly, while the number awarded in mathematics stayed the same.

Source: National Science Foundation, and Bureau of the Census, various years, and National Research Council, 1991

Exhibit 89

Trends in Science Degrees Earned, by Sex

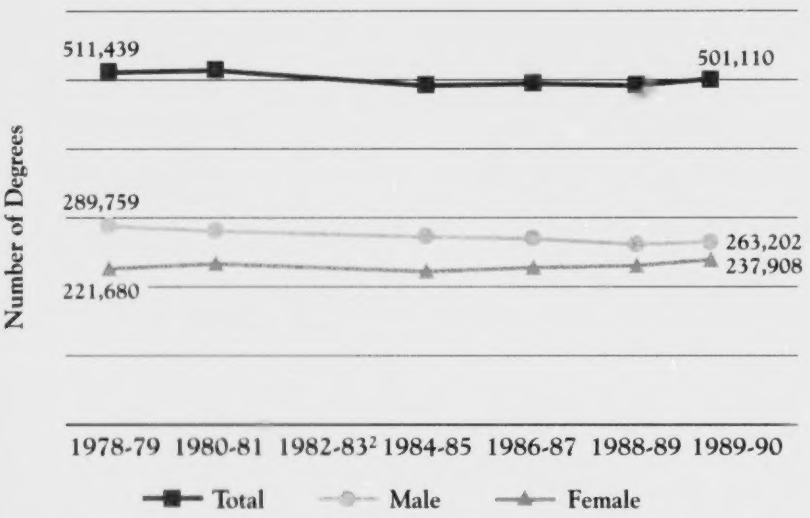
Number[1] earned by U.S. citizens, 1978-79 to 1989-90

Undergraduate	1978-79	1989-90	% Change
Total	413,979	398,533	– 4%
Male	230,704	209,847	– 9%
Female	183,275	188,686	+ 3%

Graduate	1978-79	1989-90	% Change
Total	97,460	102,577	+ 5%
Male	59,055	53,355	– 10%
Female	38,405	49,222	+ 28%

Undergraduate and Graduate Combined	1978-79	1989-90	% Change
Total	511,439	501,110	– 2%
Male	289,759	263,202	– 9%
Female	221,680	237,908	+ 7%

American students earned over half a million science degrees in 1990. The combined number of undergraduate and graduate degrees earned by females increased by 7% in science (versus a 9% decrease for males) between 1979 and 1990.



[1] Includes bachelor's, master's, and doctoral degrees in engineering, physical science, computer science, biological science, agricultural science, social science, psychology, and health fields.

[2] No data available.

Source: National Science Foundation, various years, and National Research Council, 1991
This exhibit modifies and updates information initially presented in the 1991 Goals Report.

Exhibit 90

Trends in Mathematics Degrees Earned, by Sex

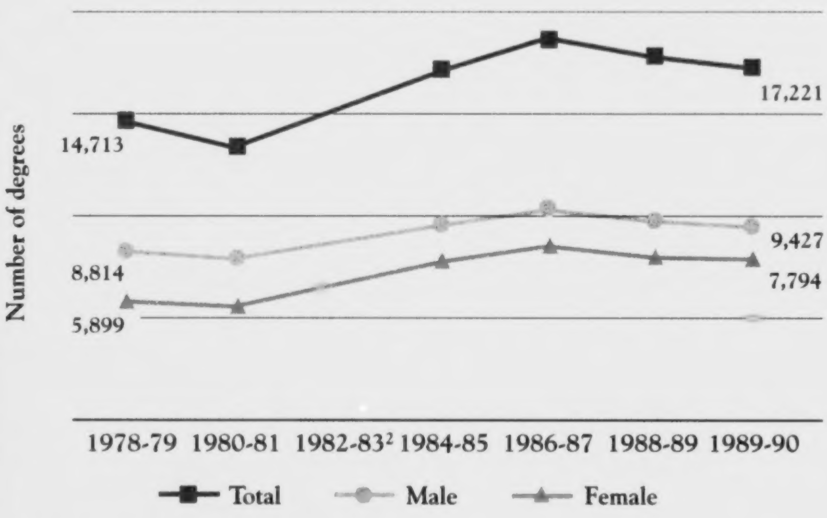
Number[1] earned by U.S. citizens, 1978-79 to 1989-90

Undergraduate	1978-79	1989-90	% Change
Total	11,536	14,150	+ 23%
Male	6,698	7,539	+ 13%
Female	4,838	6,611	+ 37%

Graduate	1978-79	1989-90	% Change
Total	3,177	3,071	– 3%
Male	2,116	1,888	– 11%
Female	1,061	1,183	+ 12%

Undergraduate and Graduate Combined	1978-79	1989-90	% Change
Total	14,713	17,221	+ 17%
Male	8,814	9,427	+ 7%
Female	5,899	7,794	+ 32%

American students earned over 17,000 mathematics degrees in 1990. The combined number of undergraduate and graduate degrees earned by females increased by 32% in mathematics (versus a 7% increase for males) between 1979 and 1990.



[1] Includes bachelor's, master's, and doctoral degrees.

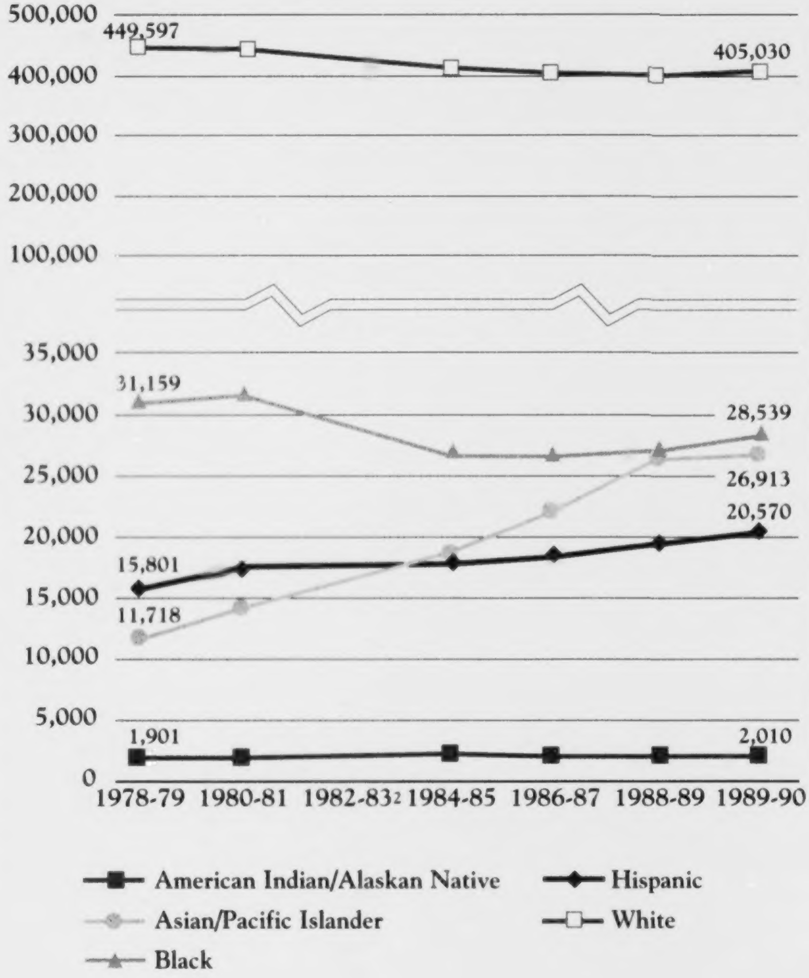
[2] No data available.

Source: National Science Foundation, various years, and National Research Council, 1991
This exhibit modifies and updates information initially presented in the 1991 Goals Report.

Exhibit 91

Trends in Science Degrees Earned, by Race/Ethnicity

Number[1] earned by U.S. citizens, 1978-79 to 1989-90



	Undergraduate 1978-79	Undergraduate 1989-90	% Change
Total	413,979	398,533	- 4%
American Indian/ Alaskan Native	1,576	1,645	+ 4%
Asian/Pacific Islander	8,354	21,095	+ 153%
Black	26,052	23,874	- 8%
Hispanic	13,574	17,337	+ 28%
White	364,341	322,154	- 12%
Race Unknown	82	12,428	+15,056%

	Graduate 1978-79	Graduate 1989-90	% Change
Total	97,460	102,577	+ 5%
American Indian/ Alaskan Native	325	365	+ 12%
Asian/Pacific Islander	3,364	5,818	+ 73%
Black	5,107	4,665	- 9%
Hispanic	2,227	3,233	+ 45%
White	85,256	82,876	- 3%
Race Unknown	1,181	5,620	+ 376%

	Undergraduate and Graduate Combined 1978-79	Undergraduate and Graduate Combined 1989-90	% Change
Total	511,439	501,110	- 2%
American Indian/ Alaskan Native	1,901	2,010	+ 6%
Asian/Pacific Islander	11,718	26,913	+ 130%
Black	31,159	28,539	- 8%
Hispanic	15,801	20,570	+ 30%
White	449,597	405,030	- 10%
Race Unknown	1,263	18,048	+1,329%

Between 1979 and 1990, the combined numbers of undergraduate and graduate degrees earned in science increased for American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic students, but decreased for Black and White students.

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[1] Includes bachelor's, master's, and doctoral degrees in engineering, physical science, computer science, biological science, agricultural science, social science, psychology, and health fields.

[2] No data available.

Source: National Science Foundation, various years, and National Research Council, 1991
This exhibit modifies and updates information initially presented in the 1991 Goals Report.

Exhibit 92

Trends in Mathematics Degrees Earned, by Race/Ethnicity

Number[1] earned by U.S. citizens, 1978-79 to 1989-90

Undergraduate

	1978-79	1989-90	% Change
Total	11,536	14,150	+ 23%
American Indian/ Alaskan Native	41	45	+ 10%
Asian/Pacific Islander	324	874	+ 170%
Black	652	720	+ 10%
Hispanic	288	413	+ 43%
White	10,229	11,765	+ 15%
Race Unknown	2	333	+16,550%

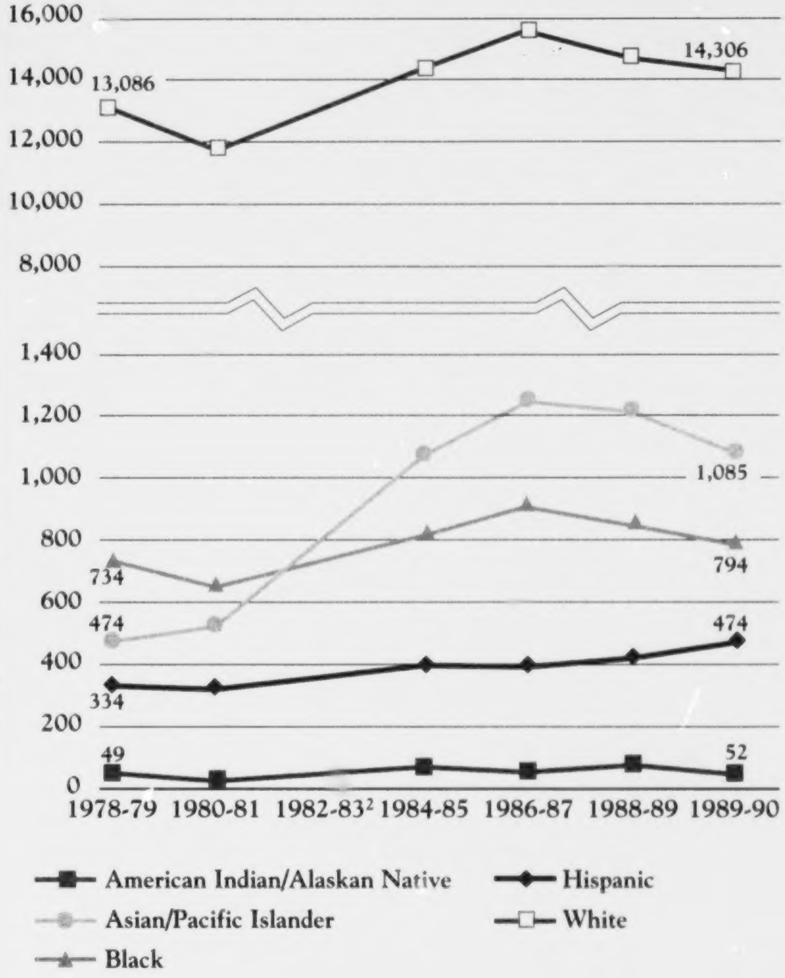
Graduate

	1978-79	1989-90	% Change
Total	3,177	3,071	– 3%
American Indian/ Alaskan Native	8	7	– 13%
Asian/Pacific Islander	150	211	+ 41%
Black	82	74	– 10%
Hispanic	46	61	+ 33%
White	2,857	2,541	– 11%
Race Unknown	34	177	+ 421%

Undergraduate and Graduate Combined

	1978-79	1989-90	% Change
Total	14,713	17,221	– 17%
American Indian/ Alaskan Native	49	52	+ 6%
Asian/Pacific Islander	474	1,085	+ 129%
Black	734	794	+ 8%
Hispanic	334	474	+ 42%
White	13,086	14,306	+ 9%
Race Unknown	36	510	+1,317%

Between 1979 and 1990, the combined numbers of undergraduate and graduate degrees earned in mathematics increased for students in every racial/ethnic group.



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[1] Includes bachelor's, master's, and doctoral degrees.

[2] No data available.

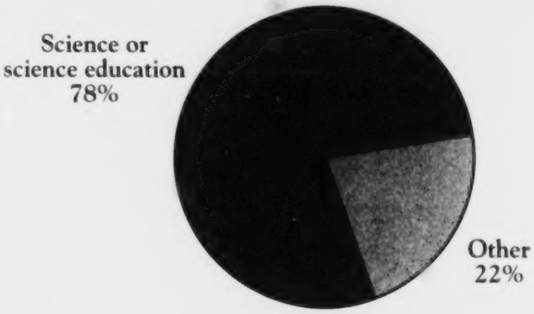
Source: National Science Foundation, various years, and National Research Council, 1991
This exhibit modifies and updates information initially presented in the 1991 Goals Report.

Exhibit 93

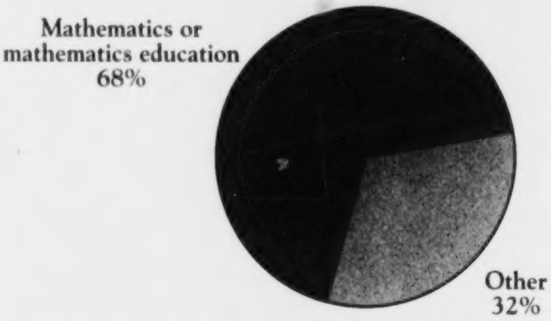
Science and Mathematics Teacher Preparation

Percentage of all high school science and mathematics teachers[1] who have a degree[2] in the field in which they teach, 1991

All high school science teachers



All high school mathematics teachers



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[1] Primary teaching assignment is science or mathematics.

[2] Academic or education majors. Does not include minors or second majors in science, science education, mathematics, or mathematics education.

In 1991, nearly eight out of ten high school science teachers held a degree in science or science education. Nearly seven out of ten high school mathematics teachers held a degree in mathematics or mathematics education.

Change Since 1988[1]

Percentage of all high school science and mathematics teachers[2] who have a degree[3] in the field in which they teach:

	1988	1991
Science teachers[4]	77	78
Mathematics teachers[5]	70	68

[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.

[2] Primary teaching assignment is science or mathematics.

[3] Academic or education majors. Does not include minors or second majors in science, science education, mathematics, or mathematics education.

[4] Includes science and science education degrees.

[5] Includes mathematics and mathematics education degrees.

Source: National Center for Education Statistics, 1992

This exhibit modifies and updates information initially presented in the 1991 Goals Report.

Goal 5: Adult Literacy and Lifelong Learning

▶ ***By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.***

Objectives:

- Every major American business will be involved in strengthening the connection between education and work.

- All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs.

- The number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and mid-career students will increase substantially.

- The proportion of those qualified students (especially minorities) who enter college, who complete at least two years, and who complete their degree programs will increase substantially.

- The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially.

Goal 5: Adult Literacy and Lifelong Learning

Additional important points:

The 1992 Goals Report presents updated information on the percentage of high school graduates who have enrolled in and completed college programs. New information is also presented on the literacy levels of those who participate in federal employment assistance programs; international comparisons of workers' attitudes; the percentage of workers who took training to improve their current job skills; and the percentage of all U.S. citizens who are registered to vote and who actually vote. Major new findings include:

International Comparisons of Workers' Attitudes

- U.S. workers were far more likely than Belgian, German, or Japanese workers to predict that their present job skills will be very useful in five years. U.S. satisfaction with current job skills contrasts most sharply with Japan, where fewer than one in five workers predict that their present skills will be sufficient to meet job demands in the future. (See Exhibit 95.)

- Delegating responsibility to employees to inspect quality, improve productivity, and design better ways to do their own jobs has been found to be a characteristic common to many competitive, high-performance companies. Yet U.S. workers were much less likely than German and Japanese workers to report that they strongly agreed that workers should be expected to think up better ways to do their jobs. (See Exhibit 96.)

Adult Education and Training

- Between 1983 and 1991, the percentage of U.S. workers who took training to improve their current job skills rose from 35% to 41%. White collar workers, college graduates, and workers in mid-career were most likely to pursue further training. (See Exhibit 103.)

Literacy Achievement

- Few adult job seekers participating in federal employment assistance programs in 1990 had reached the most advanced and demanding levels of literacy requiring skills such as locating, integrating, and making inferences about information in complicated texts. (See Exhibit 94.)

College Enrollment

- In 1990, 61% of all high school graduates enrolled in either two- or four-year colleges immediately after graduation. The increase in immediate college entry rates of one percentage point between 1989 and 1990 was not statistically significant. (See Exhibit 105.)

College Completion

- In 1991, 43% of all high school graduates had completed two or more years of college, while 27% had completed four or more years of college. These percentages have remained fairly steady since 1975, and are unchanged from 1990. Rates of completion are substantially higher for White students than for Black or Hispanic students. (See Exhibits 107 and 108.)

Voter Registration and Voting

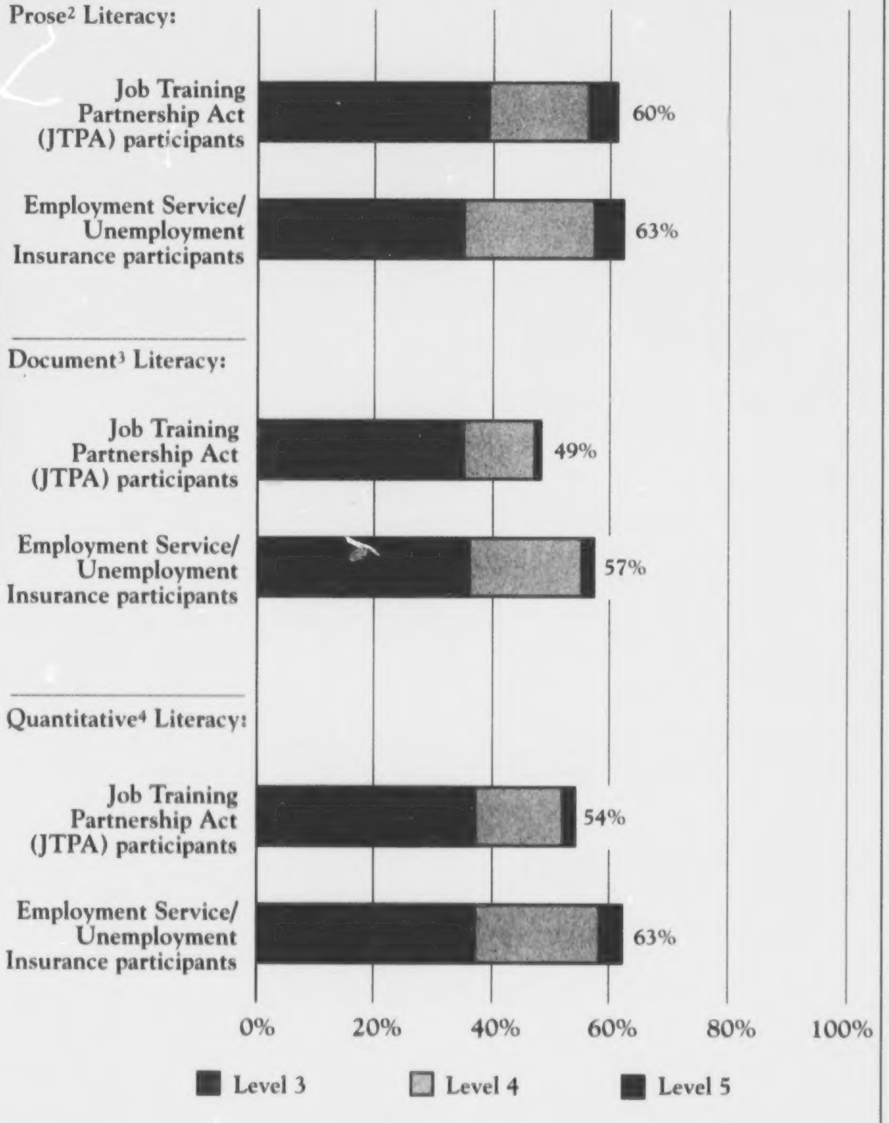
- In 1988, only seven out of ten U.S. citizens were registered to vote, and only six out of ten actually voted. (See Exhibit 109.)

While most adult job seekers participating in federal employment assistance programs in 1990 had mastered basic literacy skills, far fewer had mastered the type of demanding literacy skills at the very highest levels which will be required for high-paying jobs in the future. This was particularly true for document and quantitative literacy skills.

Exhibit 94

Job Seeker Literacy Achievement

Percentage of adult job seekers in federal employment assistance programs who scored at three highest literacy levels,[1] 1990



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[1] Tests are on scales of 0 to 500 points. Complete descriptions of each level can be found in Appendix B.

[2] Prose literacy tasks require readers to understand and use information contained in texts such as newspapers and pamphlets.

[3] Document literacy tasks require readers to locate and use information contained in materials such as tables, charts, and maps.

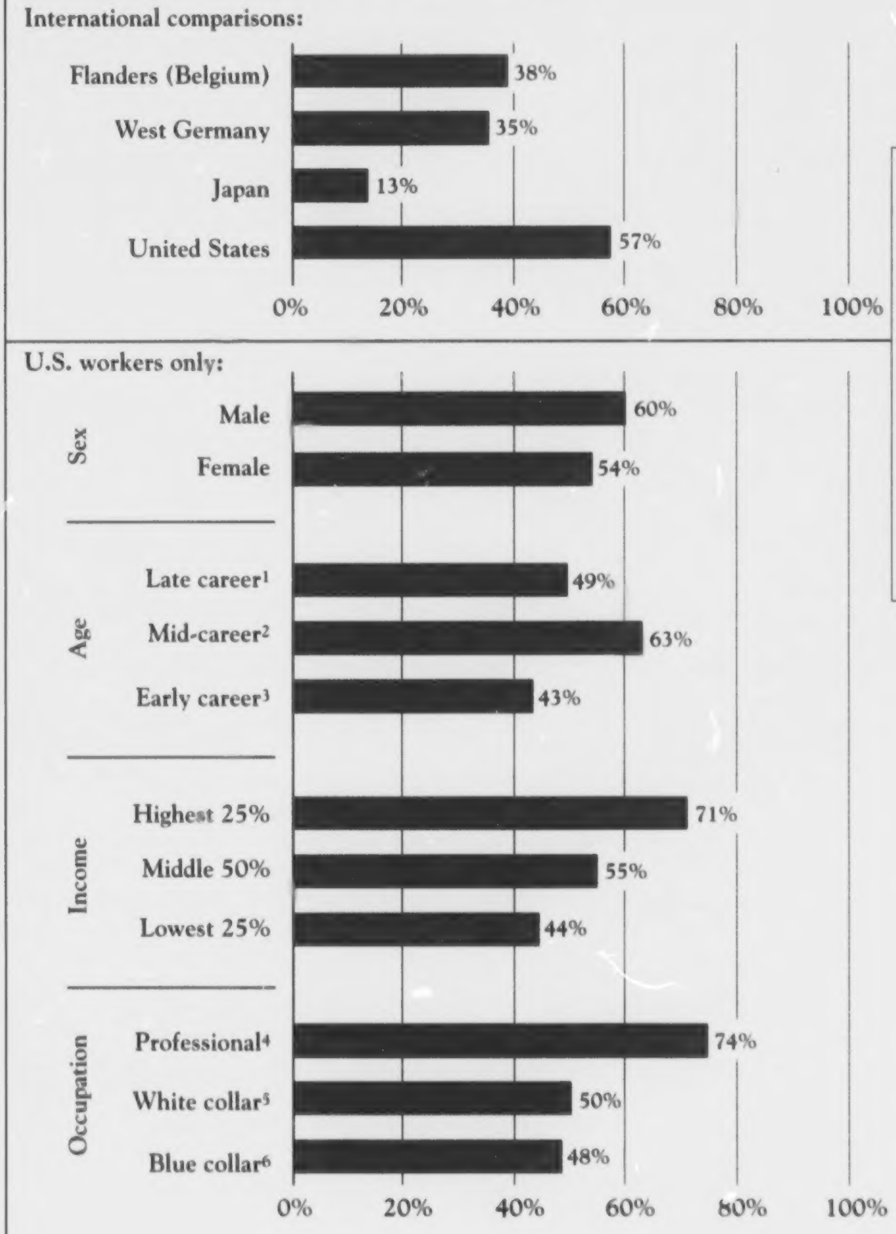
[4] Quantitative literacy tasks require readers to perform arithmetic computations using numbers printed in materials found in everyday situations.

Source: Educational Testing Service, 1992

Exhibit 95

Perceived Usefulness of Skills in the Future

Percentage of adult workers who reported that their present job skills will be very useful in five years, 1989-91



U.S. workers were far more likely than Belgian, German, or Japanese workers to predict that their present job skills will be very useful in five years. U.S. satisfaction with current levels of job skills contrasts most sharply with Japan, where fewer than one in five workers predict that their skills will be sufficient to meet job demands in the future.

---

[1] Includes 51+-year-olds.
[2] Includes 26- to 50-year olds.
[3] Includes 25-year-olds and younger.
[4] Includes owner-manager, professional, and managerial occupational categories.
[5] Includes supervisor-white collar, and white collar occupational categories.
[6] Includes supervisor-blue collar, and blue collar occupational categories.

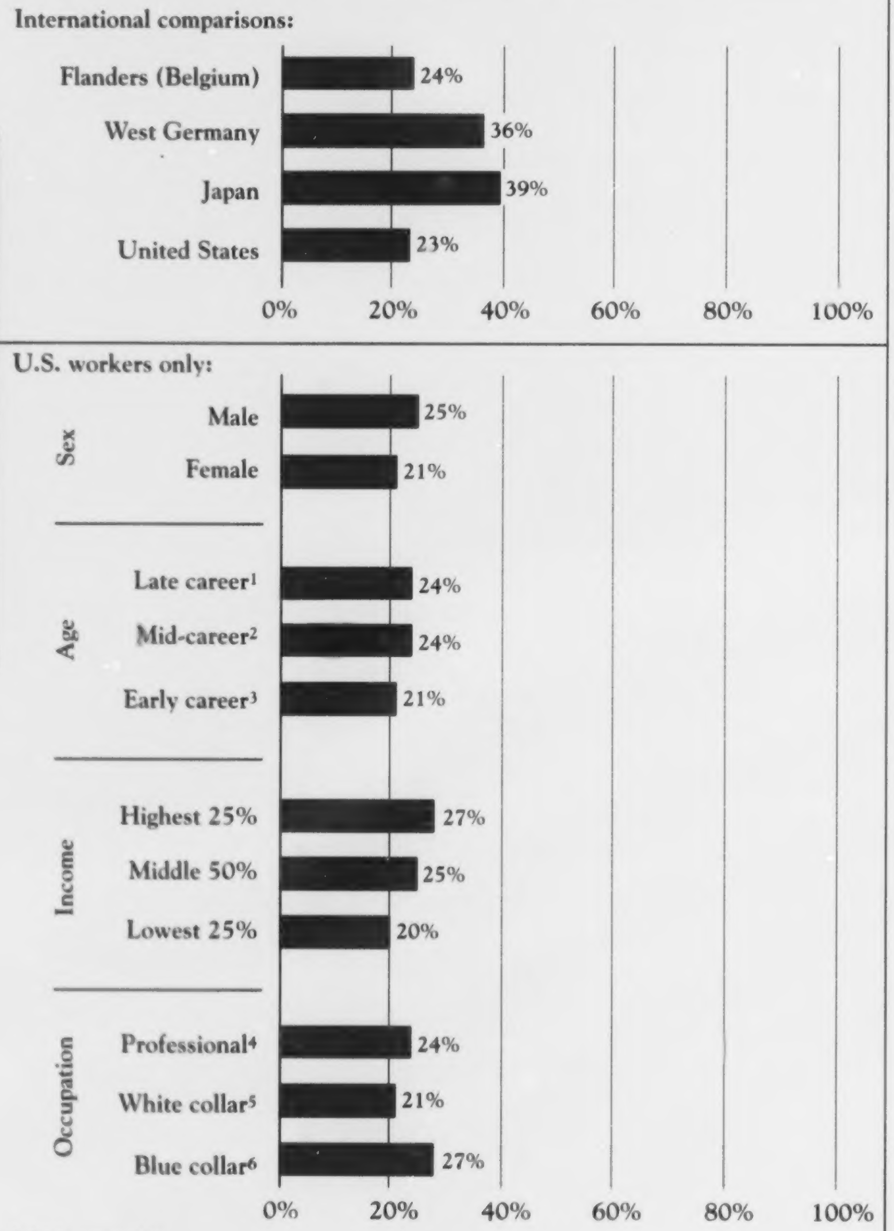
Source: Cornell University, 1992

Delegating responsibility to employees to inspect quality, improve productivity, and design better ways to do their own jobs has been found to be a characteristic common to many competitive, high-performance companies. Yet U.S. workers were much less likely than German and Japanese workers to report that they strongly agreed that workers should be expected to think up better ways to do their jobs.

Exhibit 96

Perceived Responsibility for Improving Job Performance

Percentage of adult workers who strongly agreed that workers should be expected to think up better ways to do their jobs, 1989-91



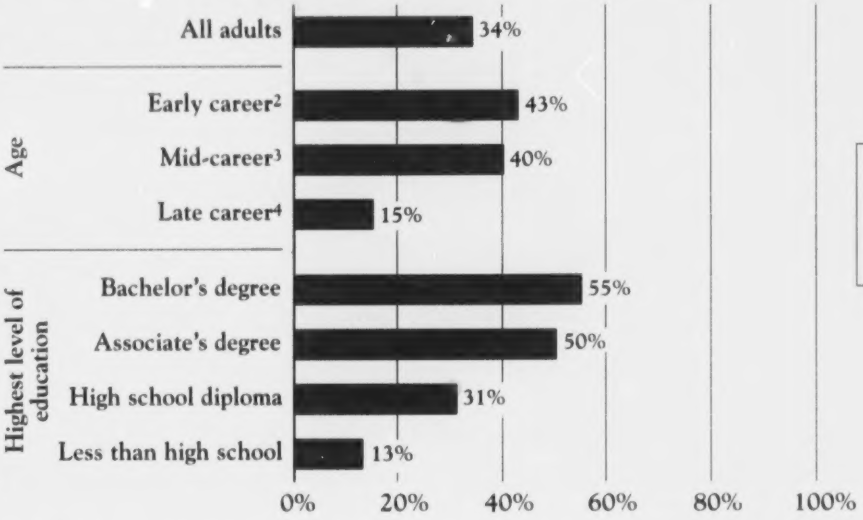
[1] Includes 51+-year-olds.
[2] Includes 26- to 50-year olds.
[3] Includes 25-year-olds and younger.
[4] Includes owner-manager, professional, and managerial occupational categories.
[5] Includes supervisor-white collar, and white collar occupational categories.
[6] Includes supervisor-blue collar, and blue collar occupational categories.

Source: Cornell University, 1992

Exhibit 97

Participation in Adult Education

Percentage of all adults[1] 17 years and older who took adult education courses during the previous 12 months, 1991



[1] Excluding those participating in full-time educational programs exclusively.
[2] Includes 17- to 34-year-olds.
[3] Includes 35- to 54-year-olds.
[4] Includes 55+-year-olds.

About one-third of all adults took adult education courses during 1990-91.

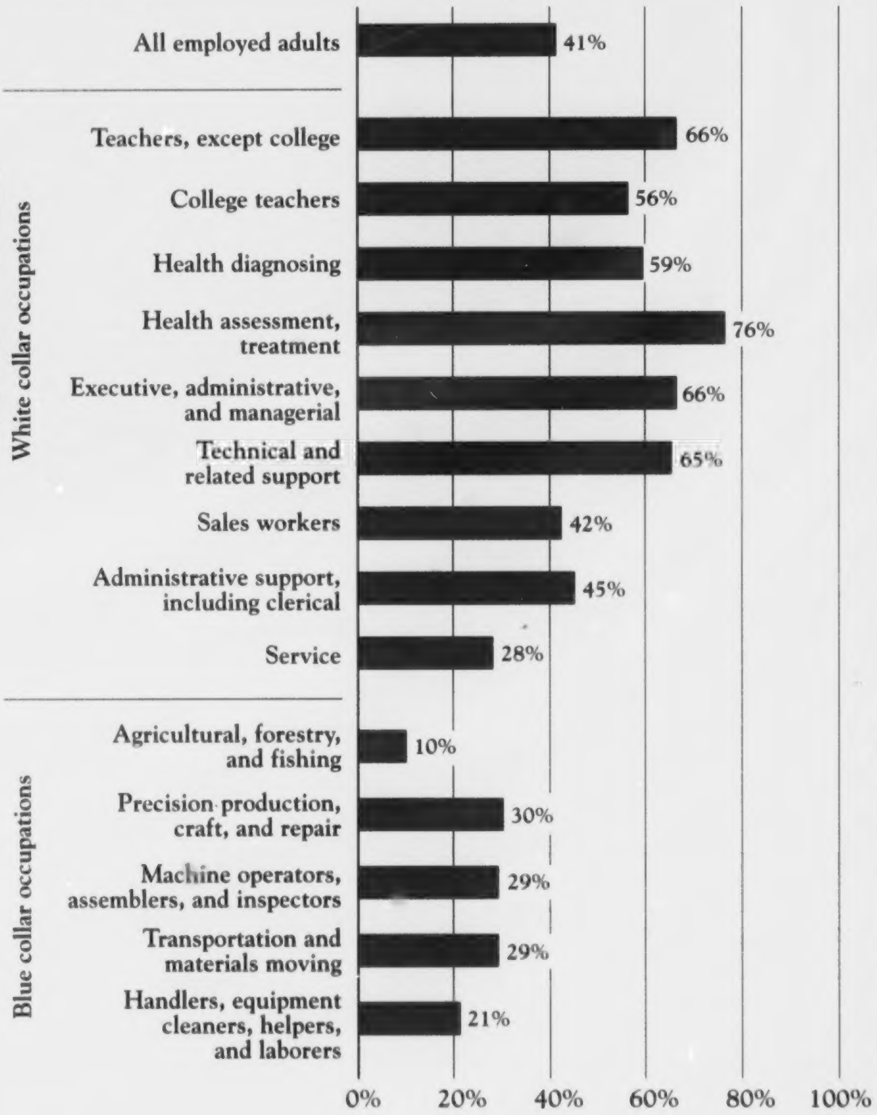
Source: National Center for Education Statistics, 1991
This exhibit repeats information initially presented in the 1991 Goals Report.

Exhibit 98

Participation in Adult Education, by Occupation

Percentage of employed adults[1] 17 years and older who took one or more adult education courses during the previous 12 months, 1991

About four out of ten employed adults took adult education courses during 1990-91. In general, white collar workers were more likely than blue collar workers to take these courses.



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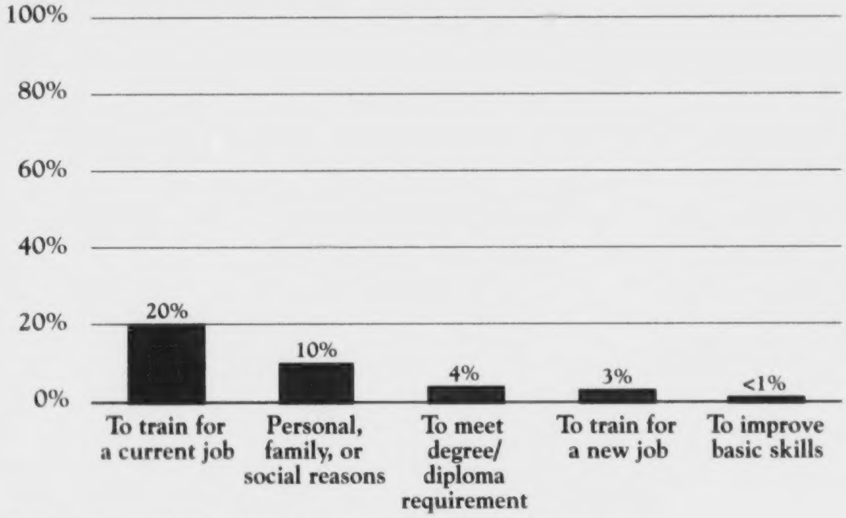
[1] Excluding unemployed persons and persons not in the labor force, such as retirees, homemakers, etc. Excluding those participating in full-time educational programs exclusively.

Source: National Center for Education Statistics and Westat, Inc., 1992

Exhibit 99

Main Reasons for Participating in Adult Education

Percentage of all adults[1] 17 years and older who took at least one adult education course during the previous 12 months for the following reasons, 1991



[1] Excluding those participating in full-time educational programs exclusively.

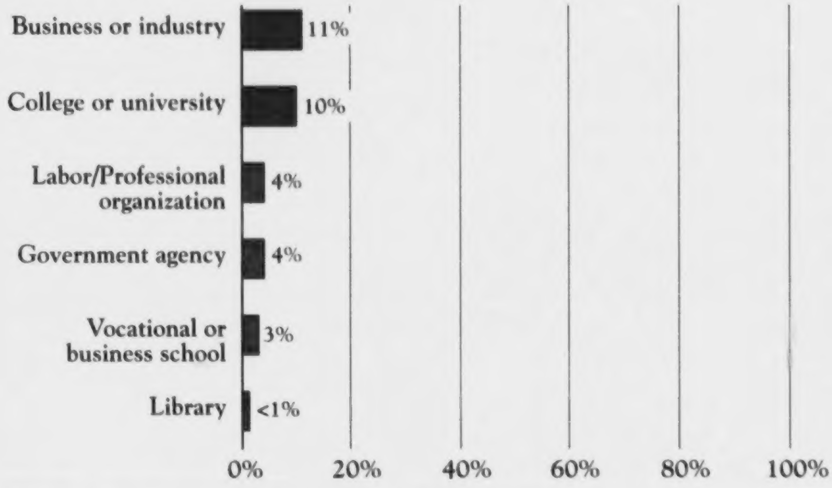
Source: National Center for Education Statistics, 1991
This exhibit repeats information initially presented in the 1991 Goals Report.

Adults who took adult education courses during 1990-91 indicated that the primary reason for taking an adult education course was to upgrade skills for a current job.

Exhibit 100

Providers of Adult Education

Percentage of all adults[1] 17 years and older who took adult education courses from various providers during the previous 12 months, 1991



[1] Excluding those participating in full-time educational programs exclusively.

Source: National Center for Education Statistics, 1991
This exhibit repeats information initially presented in the 1991 Goals Report.

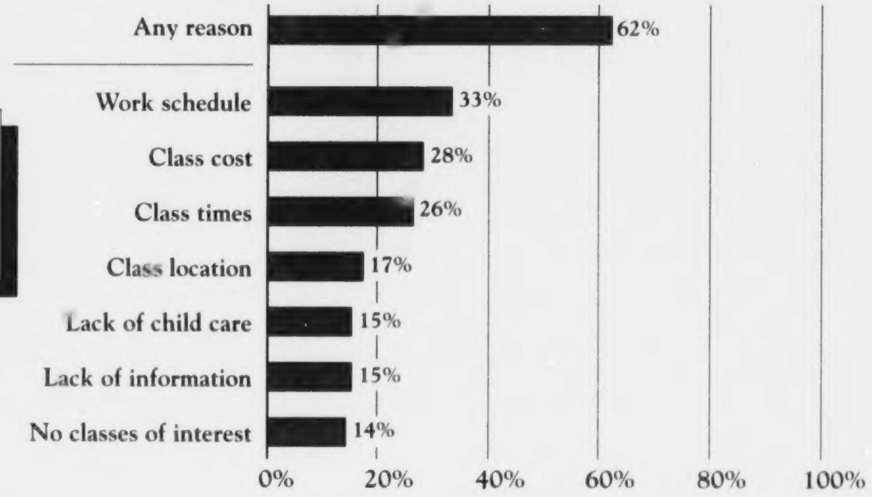
About one out of every ten adults took an adult education course sponsored by business/ industry during 1991. A similar proportion took courses from a college/ university. Less than 1% took a course sponsored by a library.

Almost two-thirds of all adults believed that barriers kept them from taking adult education courses during 1990-1991.

Exhibit 101

Barriers to Adult Education

Percentage of all adults[1] 17 years and older who believed that barriers kept them from taking adult education courses during the previous 12 months, by reason, 1991



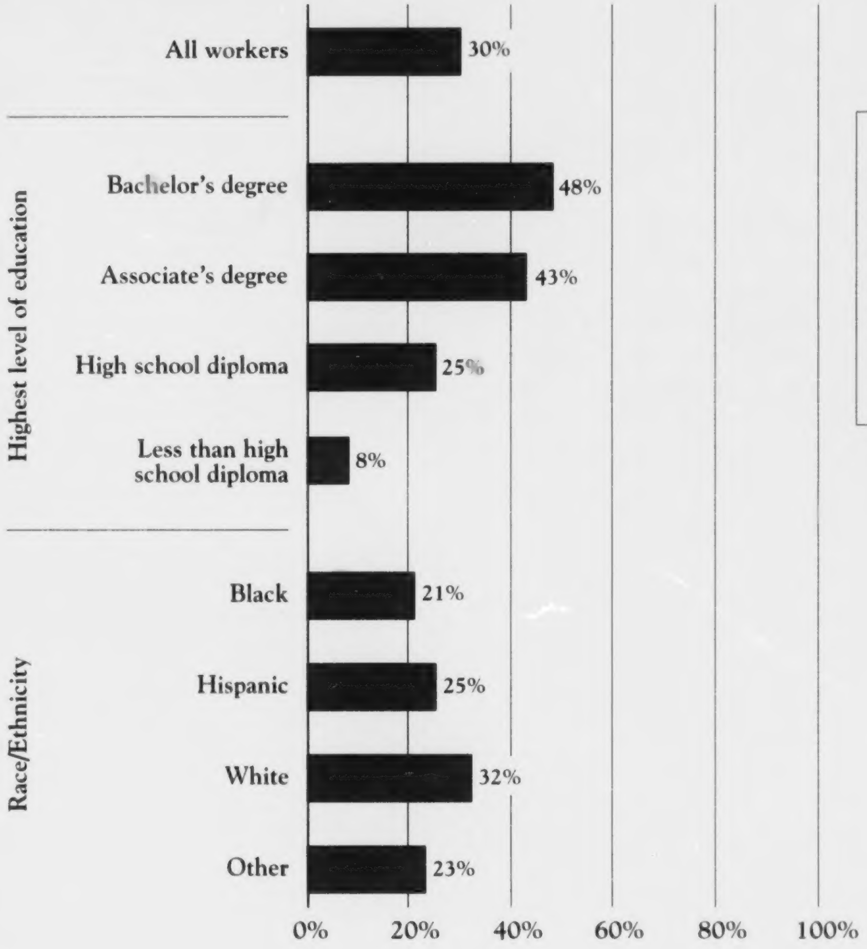
[1] Excluding those participating in full-time educational programs exclusively.

Source: National Center for Education Statistics, 1991
This exhibit repeats information initially presented in the 1991 Goals Report.

Exhibit 102

Employer Support for Adult Education

Percentage of all workers[1] 17 years and older who reported receiving some type of employer support for adult education during the previous 12 months, 1991



[1] All employed adults excluding those participating exclusively in full-time educational programs.

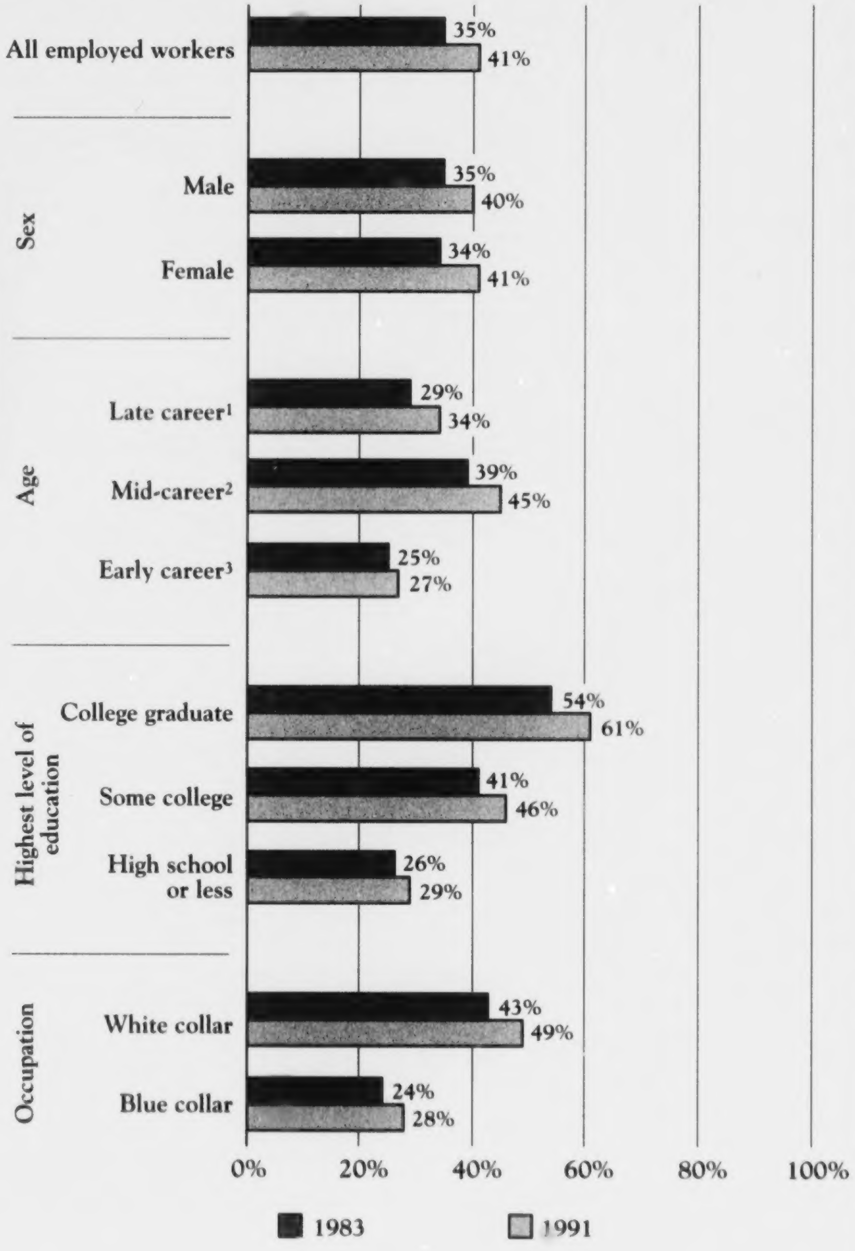
Source: National Center for Education Statistics, 1991
This exhibit repeats information initially presented in the 1991 Goals Report.

During 1990-91, three out of every ten workers received some type of support from their employers, such as time off from work or payment toward fees or tuition, so that they could participate in adult education courses.

Exhibit 103

Worker Training

Percentage of U.S. workers who took training to improve their current job skills, 1983 and 1991



[1] Includes 55+-year-olds.
[2] Includes 25- to 54-year-olds.
[3] Includes 24-year-olds and younger.

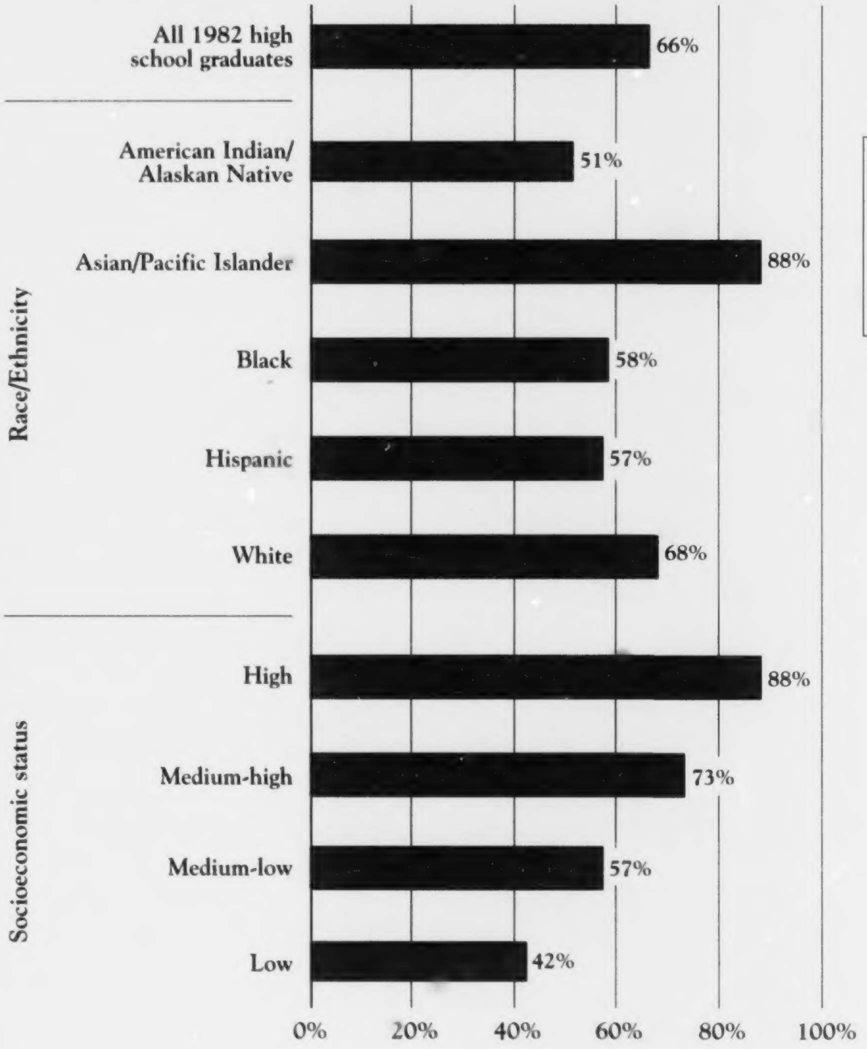
Source: Bureau of Labor Statistics, 1992

Between 1983 and 1991, the percentage of U.S. workers who took training to improve their current job skills rose from 35% to 41%. White collar workers, college graduates, and workers in mid-career were most likely to pursue further training.

Exhibit 104

Enrollment in Post-secondary Education

Percentage of 1982 high school graduates who enrolled in post-secondary[1] education by 1986



Within four years of completing high school, two-thirds of all 1982 high school graduates had enrolled in post-secondary education.

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[1] Includes programs of an academic, vocational, and continuing professional education purpose.

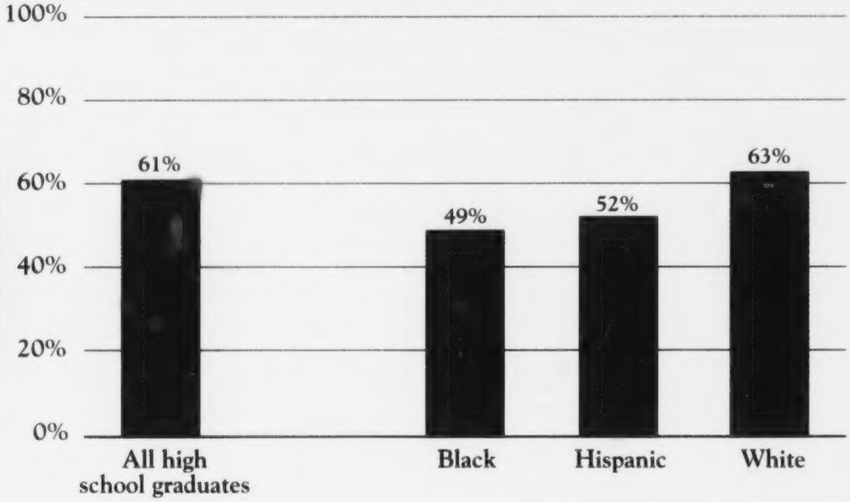
Source: National Center for Education Statistics, 1988
This exhibit repeats information initially presented in the 1991 Goals Report.

Exhibit 105

College Enrollment

Percentage[1] of high school graduates who enrolled in two- or four-year colleges[2] immediately after graduation, 1990

About six out of ten 1990 high school graduates enrolled in either two- or four-year colleges immediately after graduation.



[1] Three-year averages (1989-1991).
[2] Includes junior colleges, community colleges, and universities.

Change Since 1989[1]

Percentage of high school graduates who enrolled in two- or four-year colleges immediately after graduation:

	1989[2]	1990[3]
All high school graduates	60	61
Black	48	49
Hispanic	52	52
White	62	63

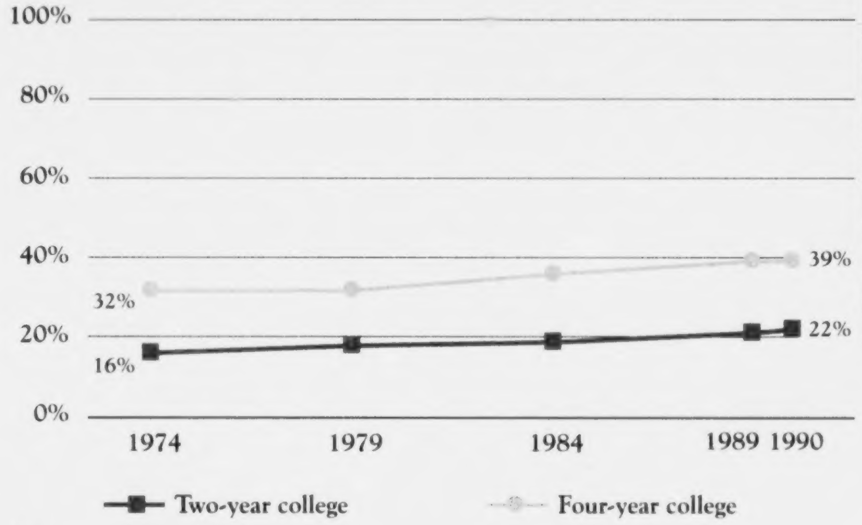
[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.
[2] Three-year averages (1988-1990).
[3] Three-year averages (1989-1991).

Source: Bureau of the Census and National Center for Education Statistics, 1991 and 1992
This exhibit updates information initially presented in the 1991 Goals Report.

Exhibit 106

Trends in College Enrollment

Percentage[1] of high school graduates who enrolled in two- or four-year colleges[2] immediately after graduation, 1974 to 1990



[1] Three-year averages (1989-1991).

[2] Includes junior colleges, community colleges, and universities.

Source: Bureau of the Census and National Center for Education Statistics, 1991 and 1992
This exhibit updates information initially presented in the 1991 Goals Report.

Combined Enrollment in Two- and Four-Year Colleges

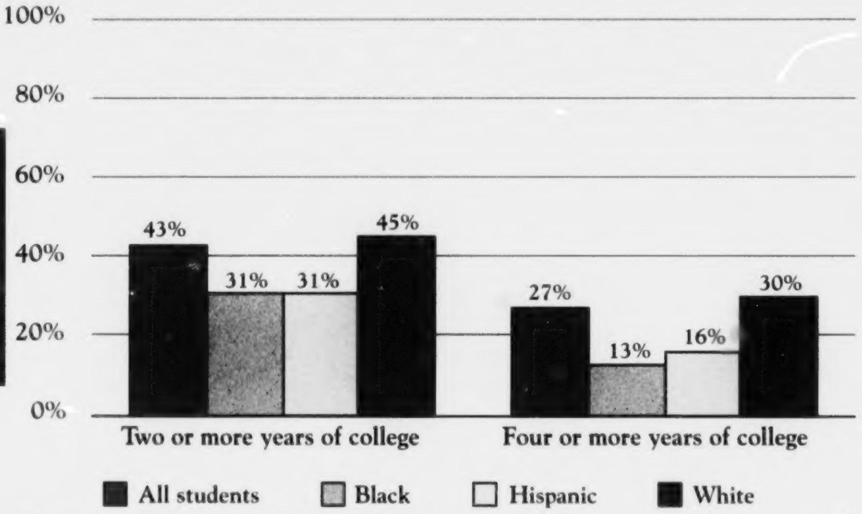
	1974	1990	Change
All students	49%	61%	+12
Black	40%	49%	+ 9
Hispanic	53%	52%	- 1
White	49%	63%	+14

Enrollments immediately following high school graduation in both two- and four-year colleges increased between 1974 and 1990.

Exhibit 107

College Completion

Percentage of high school graduates aged 25-29 who have completed two or more years of college and four or more years of college,[1] 1991



[1] Includes junior colleges, community colleges, and universities.

In 1991, more than four out of ten high school graduates had completed two or more years of college, while nearly three out of ten had completed four or more years of college.

Change Since 1990[1]

Percentage of high school graduates aged 25-29 who have completed two or more years of college and four or more years of college:[2]

	Two or more years 1990	Two or more years 1991	Four or more years 1990	Four or more years 1991
All	43	43	27	27
Black	33	31	16	13
Hispanic	29	31	14	16
White	44	45	28	30 *

[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.

[2] Includes junior colleges, community colleges, and universities.

Between 1990 and 1991, the percentage of White high school graduates who completed four or more years of college increased.

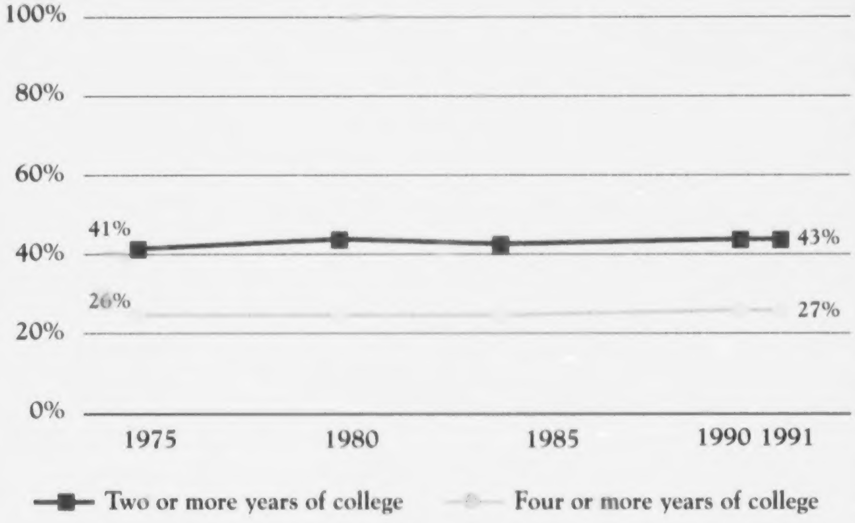
Source: Bureau of the Census and National Center for Education Statistics, 1991 and 1992

This exhibit updates information initially presented in the 1991 Goals Report.

Exhibit 108

Trends in College Completion

Percentage of high school graduates aged 25 to 29 who have completed two or more years of college and four or more years of college,[1] 1975 to 1991



[1] Includes junior colleges, community colleges, and universities.

Source: Bureau of the Census and National Center for Education Statistics, 1991 and 1992
This exhibit updates information initially presented in the 1991 Goals Report.

College Completion

Two or more years of college

	1975	1991	Change
All students	41%	43%	+2
Black	30%	31%	+1
Hispanic	29%	31%	+2
White	41%	45%	+4

Four or more years of college

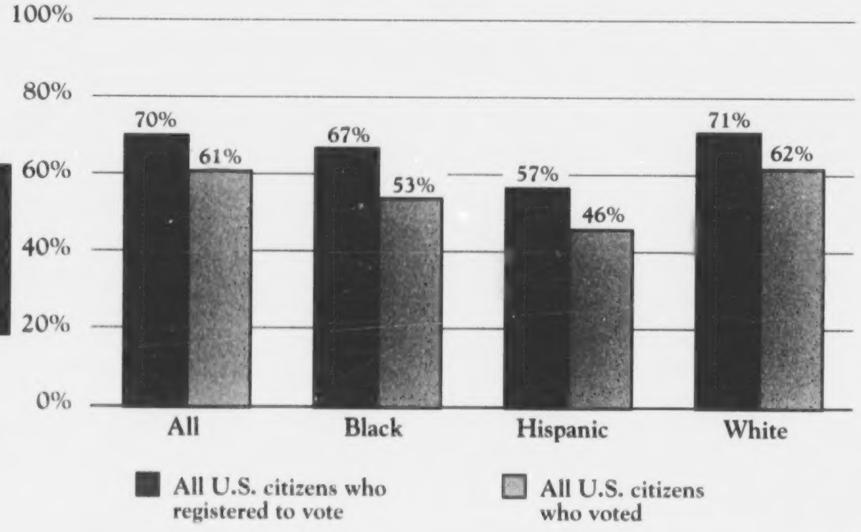
	1975	1991	Change
All students	26%	27%	+1
Black	15%	13%	−2
Hispanic	17%	16%	−1
White	27%	30%	+3

Between 1975 and 1991, the percentage of high school graduates who completed college has remained fairly steady. The rate of completion remains substantially higher for White students than for Black or Hispanic students.

Exhibit 109

Voter Registration and Voting

Percentage of all U.S. citizens who registered to vote and who voted, 1988



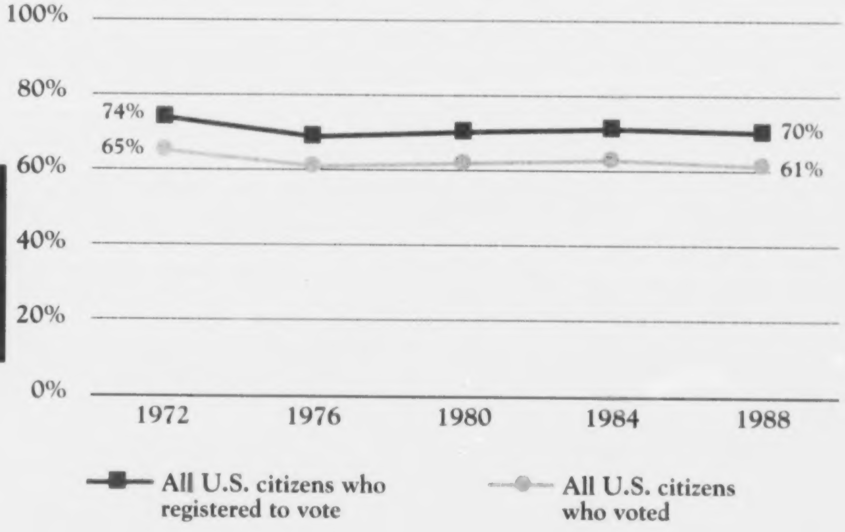
Source: Bureau of the Census, 1989

In 1988, only seven out of ten U.S. citizens were registered to vote, and only six out of ten actually voted.

Exhibit 110

Trends in Voter Registration and Voting

Percentage of all U.S. citizens who registered to vote and who voted, 1972 to 1988



Source: Bureau of the Census, various years

Between 1972 and 1976, both voter registration and participation rates declined. Since 1976, the rates have remained fairly steady.

Goal 6: Safe, Disciplined, and Drug-free Schools

▶ ***By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.***

Objectives:

- Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol.
- Parents, businesses, and community organizations will work together to ensure that schools are a safe haven for all children.
- Every school district will develop a comprehensive K-12 drug and alcohol prevention education program. Drug and alcohol curriculum should be taught as an integral part of health education. In addition, community-based teams should be organized to provide students and teachers with needed support.

Goal 6: Safe, Disciplined, and Drug-free Schools

Additional important points:

The 1992 Goals Report updates information on teachers' disciplinary control over their classrooms, teacher beliefs about the school environment, and the percentages of high school seniors who skip school and classes. New information is presented on student attitudes toward drug use, and the percentages of 8th and 10th graders who skipped school and classes.

Student Attitudes Toward Drugs

- According to recent (1991) data, students in progressively higher grades were less likely to disapprove of adults drinking large quantities of alcohol or trying marijuana, and were more likely to engage in these behaviors themselves. In contrast, student disapproval of adults using cocaine was consistently high across grades, and the percentage of students using cocaine was consistently low. (See Exhibit 111.)

Discipline in Schools

- In 1991, 68% of all high school teachers felt that they had substantial or complete disciplinary control over students in their classroom, up slightly from 67% in 1988. (See Exhibit 112.)

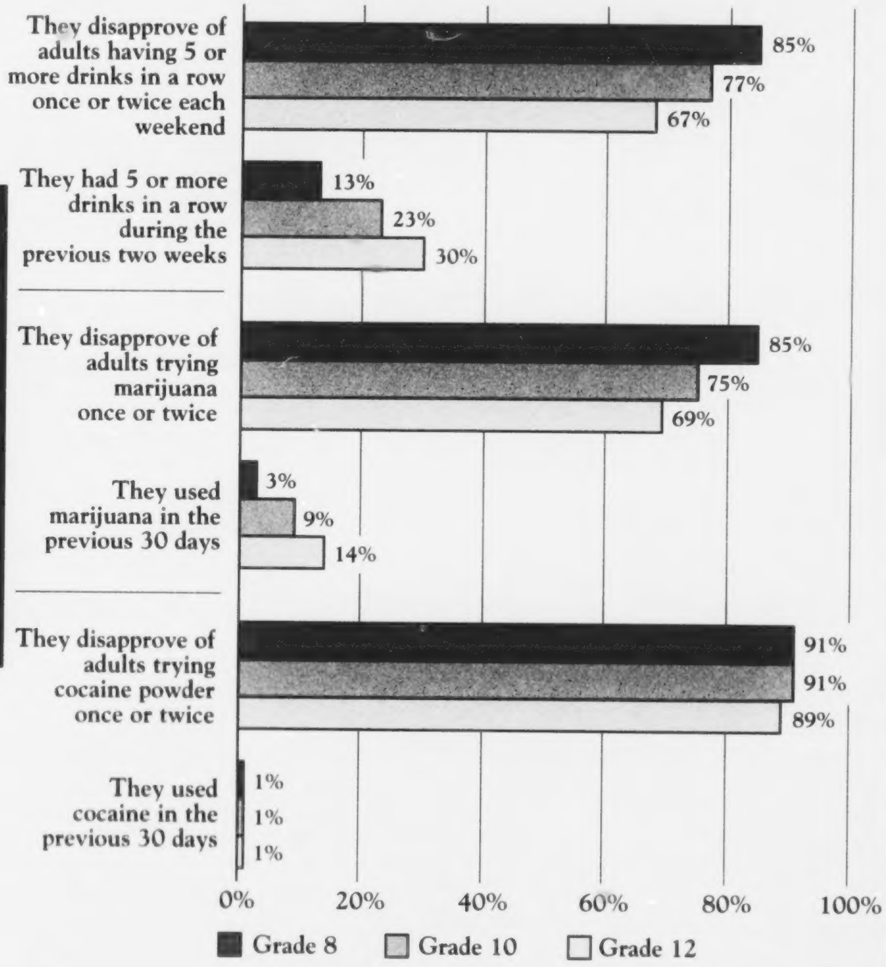
- Between 1988 and 1991, fewer high school teachers felt that student misbehavior interfered with their teaching, and more felt that principals and other teachers consistently enforced school rules. (See Exhibit 113.)

- Skipping school and classes is a fairly common practice among students in Grades 8, 10, and 12, especially among Hispanics and among students in higher grades. The percentage of 12th graders who skipped class increased by 2 percentage points between 1990 and 1991. (See Exhibit 114.)

Exhibit 111

Student Attitudes Toward Drug Use

Percentage of students who reported the following, 1991



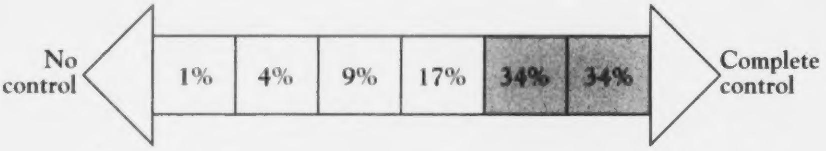
Source: University of Michigan, 1992

In 1991, students in progressively higher grades were less likely to report that they disapproved of adults drinking large quantities of alcohol or trying marijuana, and were more likely to report engaging in these behaviors themselves. In contrast, student disapproval of adults using cocaine was consistently high across grades, and the percentage of students using cocaine was consistently low.

Exhibit 112

Teacher Disciplinary Control Over Classrooms

Percentage of all high school teachers who indicated varying levels of disciplinary control over students in their classrooms, 1991



In 1991, nearly seven out of ten high school teachers felt that they had substantial or complete disciplinary control over students in their classrooms.

Change Since 1988[1]

Percentage of all high school teachers who indicated substantial or complete disciplinary control over students in their classrooms:

	1988	1991
Substantial or complete control	67	68*

[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.

Between 1988 and 1991, the percentage of high school teachers who indicated that they had substantial or complete disciplinary control over students in their classrooms increased slightly.

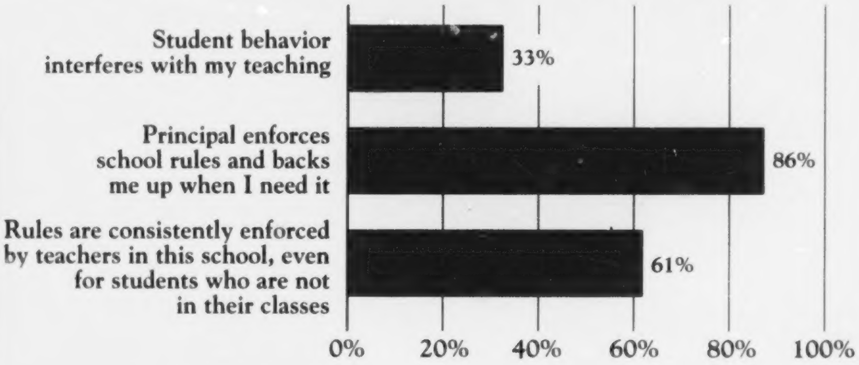
Source: National Center for Education Statistics, 1992
This exhibit updates and modifies information initially presented in the 1991 Goal Report.

In 1991, more than 30% of all high school teachers felt that student misbehavior interfered with their teaching. Nearly nine out of ten teachers felt that their principal consistently enforced school rules, but only six out of ten felt that other teachers did so.

Exhibit 113

Teacher Beliefs About the School Environment

Percentage of all high school teachers who reported,[1] 1991



[1] Responses of "agree" and "strongly agree" combined.

Between 1988 and 1991, fewer high school teachers felt that student misbehavior interfered with their teaching, and more felt that principals and other teachers consistently enforced school rules.

Change Since 1988[1]

Percentage of all high school teachers who reported:[2]

	1988	1991
Student misbehavior interferes with my teaching	41	33*
Principal enforces school rules and backs me up when I need it	82	86*
Rules are consistently enforced by teachers in this school, even for students who are not in their classes	50	61*

[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.

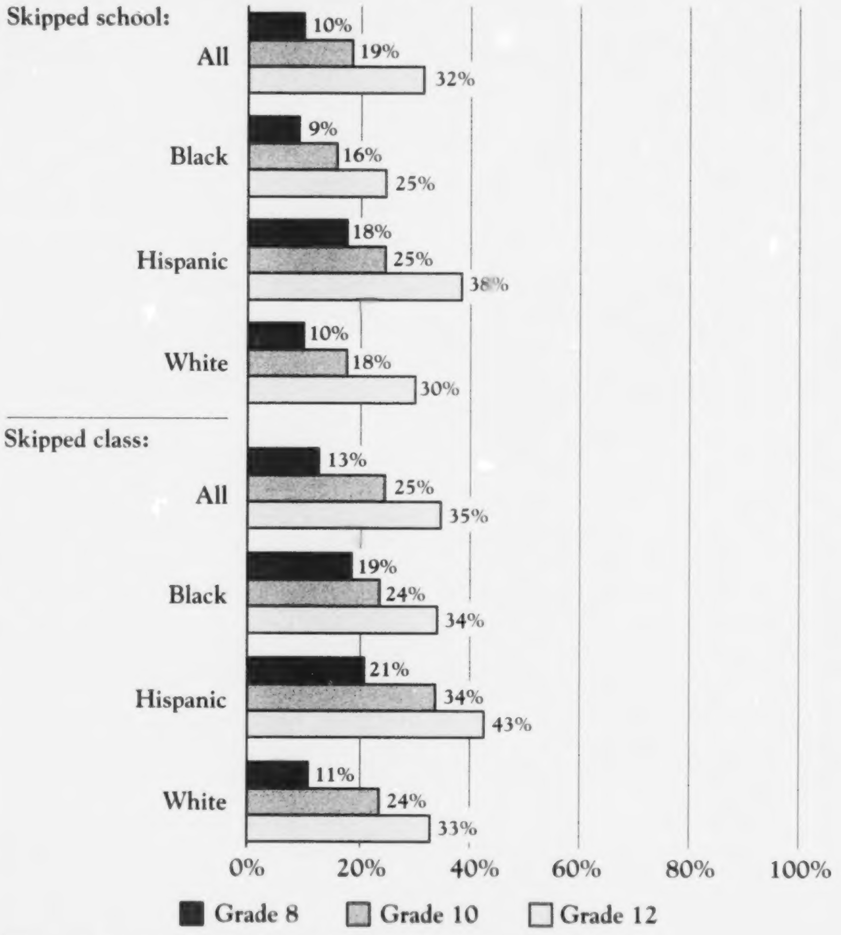
[2] Responses of "agree" and "strongly agree" combined.

Source: National Center for Education Statistics, 1992

Exhibit 114

Skipping School and Classes

Percentage[1] of students who reported that they did the following during the previous 30 days, 1991



[1] Three-year averages (1989-1991) reported for racial/ethnic groups in Grade 12.

Skipping school and classes is a fairly common practice among 8th, 10th, and 12th graders, especially among Hispanics and among students in higher grades.

Change Since 1990[1]

Percentage[2] of 12th graders[3] who reported that they did the following during the previous 30 days:

	Skipped school		Skipped class	
	1990	1991	1990	1991
All	30%	32%	33%	35% *
Black	23%	25%	30%	34%
Hispanic	36%	38%	42%	43%
White	31%	30%	34%	33%

[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.
[2] Three-year averages reported for racial/ethnic groups.
[3] Data were not collected for 8th and 10th graders prior to 1991.

The percentage of 12th graders who skipped class increased by 2 percentage points between 1990 and 1991.

Source: University of Michigan, 1992
This exhibit updates information initially presented in the 1991 Goal Report for 12th graders, and presents new information for 8th and 10th graders.

Part III:

State Indicators on the Goals and Objectives

2000

1992

Alabama

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	82%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	80%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	9	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	53	59
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	27	30
Goal 4: Science and Mathematics No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	3%	3%
– Verbal abuse of teachers	29%	31%[ns]
– Robbery or theft	24%	21%[ns]
– Vandalism of school property	32%	25%

* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Alabama

Additional Important Information Related to the Goals and Objectives

	Baseline	1992 Goals Report
Goal 1: Readiness for School		
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	920	917
b) between 3.3 and 5.5 pounds	64	67
c) below 3.3 pounds	16	16
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	731	730
b) first prenatal care during the second trimester of pregnancy	205	208
c) first prenatal care during the third trimester of pregnancy or no prenatal care	64	62
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	4
Goal 2: High School Completion		
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	13%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	54%	—
– Basic	37%	—
– Proficient } Goals Panel	9%	—
– Advanced } Standard for Competence	<1%	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]		
– Algebra I	70%	83%
– Algebra II	46%	50%
– Calculus	6%	7%
– Biology	95+%	95+%
– Chemistry	38%	45%
– Physics	21%	16%
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	1	1
Number receiving grades of 3 or higher	*	1
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	1	1
Number receiving grades of 3 or higher	1	1
Goal 4: Science and Mathematics		
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	83%	79%ns

	Baseline	1992 Goals Report
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	80%	89%ns
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	34%	—
– work with rulers, blocks, or geometric shapes at least once a week	17%	—
– write reports or do projects during the school year	60%	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	41%	—
– reasoning and analytic skills	48%	—
– communicating mathematics ideas	43%	—
c) who have computers available in their mathematics classroom	13%	—
d) who use calculators in mathematics class several times per week	15%	—
Goal 5: Adult Literacy and Lifelong Learning		
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	74%
b) voting	—	57%
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	7%	10%
– cocaine	2%	2%
b) Having five or more drinks in a row during the past 30 days	35%	30%
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	38%	38%
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	59%	63%ns
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	71%	67%ns
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	51%	58%ns
– students cutting class	31%	24%

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* Sample size too small to permit reliable estimate.

† Definition has changed since 1991 Goals Report.

ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.

‡ Interpret with caution. See technical note on page 310.

‡‡ Interpret with caution. See technical note on page 311.

Alaska

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	85%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	90%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	—	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	75	81
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	45	45
Goal 4: Science and Mathematics No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	5%	5%
– Verbal abuse of teachers	32%	38%[ns]
– Robbery or theft	20%	27%[ns]
– Vandalism of school property	25%	28%[ns]

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* Sample size too small to permit reliable estimate.

† Definition has changed since 1991 Goals Report.

ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.

‡ Interpret with caution. See technical note on page 310.

‡‡ Interpret with caution. See technical note on page 311.

Alaska

Additional Important Information Related to the Goals and Objectives

Goal 1: Readiness for School

	Baseline	1992 Goals Report
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	950	951
b) between 3.3 and 5.5 pounds	39	40
c) below 3.3 pounds	11	9
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	793	815
b) first prenatal care during the second trimester of pregnancy	167	149
c) first prenatal care during the third trimester of pregnancy or no prenatal care	40	36
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	4

Goal 2: High School Completion

	Baseline	1992 Goals Report
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	10%

Goal 3: Student Achievement and Citizenship

	Baseline	1992 Goals Report
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	—	—
– Basic	—	—
– Proficient } Goals Panel	—	—
– Advanced } Standard for Competence	—	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]‡		
– Algebra I	—	—
– Algebra II	—	—
– Calculus	—	—
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	1	2
Number receiving grades of 3 or higher	1	1
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	2	2
Number receiving grades of 3 or higher	2	2

Goal 4: Science and Mathematics

	Baseline	1992 Goals Report
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	*	85%
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	*	42%
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	—	—
– work with rulers, blocks, or geometric shapes at least once a week	—	—
– write reports or do projects during the school year	—	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	—	—
– reasoning and analytic skills	—	—
– communicating mathematics ideas	—	—
c) who have computers available in their mathematics classroom	—	—
d) who use calculators in mathematics class several times per week	—	—

Goal 5: Adult Literacy and Lifelong Learning

	Baseline	1992 Goals Report
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	73%
b) voting	—	62%

Goal 6: Safe, Disciplined, and Drug-free Schools

	Baseline	1992 Goals Report
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	44%	33%[ns]
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	52%	64%[ns]
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	66%	64%[ns]
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	69%	63%[ns]
– students cutting class	45%	35%[ns]

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* Sample size too small to permit reliable estimate.

† Definition has changed since 1991 Goals Report.

[ns] Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.

‡ Interpret with caution. See technical note on page 310.

‡‡ Interpret with caution. See technical note on page 311.

Arizona

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	80%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	81%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	—	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	50	62
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	32	37
Goal 4: Science and Mathematics No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	1%	—
– Verbal abuse of teachers	33%	—
– Robbery or theft	20%	—
– Vandalism of school property	34%	—

---

* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Additional Important Information Related to the Goals and Objectives

	Baseline	1992 Goals Report
Goal 1: Readiness for School		
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	938	937
b) between 3.3 and 5.5 pounds	53	53
c) below 3.3 pounds	10	10
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	679	655
b) first prenatal care during the second trimester of pregnancy	219	225
c) first prenatal care during the third trimester of pregnancy or no prenatal care	102	120
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	2
Goal 2: High School Completion		
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	14%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	—	—
– Basic	—	—
– Proficient } Goals Panel	—	—
– Advanced } Standard for Competence	—	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]‡		
– Algebra I	—	—
– Algebra II	—	—
– Calculus	—	—
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	6	9
Number receiving grades of 3 or higher	4	6
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	1	1
Number receiving grades of 3 or higher	1	1
Goal 4: Science and Mathematics		
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	*	—
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	*	—
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	61%	—
– work with rulers, blocks, or geometric shapes at least once a week	21%	—
– write reports or do projects during the school year	44%	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	51%	—
– reasoning and analytic skills	43%	—
– communicating mathematics ideas	38%	—
c) who have computers available in their mathematics classroom	22%	—
d) who use calculators in mathematics class several times per week	22%	—
Goal 5: Adult Literacy and Lifelong Learning		
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	66%
b) voting	—	57%
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	44%	—
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	57%	—
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	62%	—
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	55%	—
– students cutting class	53%	—

* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.
∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Arkansas

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School		
No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	83%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	82%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	10%	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	27	28
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	15	17
Goal 4: Science and Mathematics		
No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning		
No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	3%	—
– Verbal abuse of teachers	24%	—
– Robbery or theft	20%	—
– Vandalism of school property	25%	—

* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.
∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Additional Important Information Related to the Goals and Objectives

Goal 1: Readiness for School

	Baseline	1992 Goals Report
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	918	917
b) between 3.3 and 5.5 pounds	69	69
c) below 3.3 pounds	13	14
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	683	707
b) first prenatal care during the second trimester of pregnancy	244	220
c) first prenatal care during the third trimester of pregnancy or no prenatal care	73	73
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	5

Goal 2: High School Completion

	Baseline	1992 Goals Report
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	11%

Goal 3: Student Achievement and Citizenship

	Baseline	1992 Goals Report
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	49%	—
– Basic	41%	—
– Proficient } Goals Panel	10%	—
– Advanced } Standard for Competence	<1%	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]		
– Algebra I	88%	94%
– Algebra II	48%	55%
– Calculus	5%	6%
– Biology	95+%	95+%
– Chemistry	33%	45%
– Physics	13%	15%
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	<1	<1
Number receiving grades of 3 or higher	<1	<1
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	1	<1
Number receiving grades of 3 or higher	<1	<1

Goal 4: Science and Mathematics

	Baseline	1992 Goals Report
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	69%	—
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	78%	—
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	33%	—
– work with rulers, blocks, or geometric shapes at least once a week	13%	—
– write reports or do projects during the school year	47%	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	33%	—
– reasoning and analytic skills	36%	—
– communicating mathematics ideas	31%	—
c) who have computers available in their mathematics classroom	16%	—
d) who use calculators in mathematics class several times per week	18%	—

Goal 5: Adult Literacy and Lifelong Learning

	Baseline	1992 Goals Report
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	68%
b) voting	—	56%

Goal 6: Safe, Disciplined, and Drug-free Schools

	Baseline	1992 Goals Report
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	40%	—
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	62%	—
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991):[21]†	72%	—
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	38%	—
– students cutting class	30%	—

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* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

California

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	77%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	77%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	14%	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	101	105
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	65	68
Goal 4: Science and Mathematics No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	5%	6%[ns]
– Verbal abuse of teachers	33%	33%
– Robbery or theft	27%	30%[ns]
– Vandalism of school property	45%	51%[ns]

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* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.
∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

California

Additional Important Information Related to the Goals and Objectives

	Baseline	1992 Goals Report
Goal 1: Readiness for School		
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	940	939
b) between 3.3 and 5.5 pounds	50	50
c) below 3.3 pounds	10	11
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	753	726
b) first prenatal care during the second trimester of pregnancy	186	202
c) first prenatal care during the third trimester of pregnancy or no prenatal care	61	73
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	3
Goal 2: High School Completion		
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	14%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	49%	—
– Basic	37%	—
– Proficient } Goals Panel	13%	—
– Advanced } Standard for Competence	1%	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]		
– Algebra I	92%	91%
– Algebra II	44%	44%
– Calculus	9%	9%
– Biology	91%	92%
– Chemistry	33%	35%
– Physics	16%	16%
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	19	20
Number receiving grades of 3 or higher	14	16
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	3	4
Number receiving grades of 3 or higher	2	3
Goal 4: Science and Mathematics		
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	70%	76%[ns]

	Baseline	1992 Goals Report
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	43%	42%[ns]
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	59%	—
– work with rulers, blocks, or geometric shapes at least once a week	35%	—
– write reports or do projects during the school year	55%	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	46%	—
– reasoning and analytic skills	50%	—
– communicating mathematics ideas	41%	—
c) who have computers available in their mathematics classroom	28%	—
d) who use calculators in mathematics class several times per week	43%	—
Goal 5: Adult Literacy and Lifelong Learning		
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	72%
b) voting	—	63%
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	47%	39%
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	46%	60%
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	62%	71%
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	69%	69%
– students cutting class	62%	56%[ns]

* Sample size too small to permit reliable estimate.

† Definition has changed since 1991 Goals Report.

ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.

‡ Interpret with caution. See technical note on page 310.

‡‡ Interpret with caution. See technical note on page 311.

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Colorado

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School		
No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)^{1}	—	87%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)^{2}	—	88%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)^{3} ∞	18%	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)^{4}†	99	104
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)^{5}†	64	66
Goal 4: Science and Mathematics		
1. Percentage correct on International Science Examination of 13-year-olds compared with highest-achieving nation (Korea) (1991)		70/78%
2. Percentage correct on International Mathematics Examination of 13-year-olds compared with highest-achieving nation (Korea) (1991)		58/73%
Goal 5: Adult Literacy and Lifelong Learning		
No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):^{6}†		
– Physical abuse of teachers	1%	2%^{ns}
– Verbal abuse of teachers	32%	28%^{ns}
– Robbery or theft	28%	27%^{ns}
– Vandalism of school property	30%	27%^{ns}

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* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.
∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Colorado

Additional Important Information Related to the Goals and Objectives

Goal 1: Readiness for School

	Baseline	1992 Goals Report
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	922	922
b) between 3.3 and 5.5 pounds	69	68
c) below 3.3 pounds	10	10
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	774	763
b) first prenatal care during the second trimester of pregnancy	173	181
c) first prenatal care during the third trimester of pregnancy or no prenatal care	53	57
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	3

Goal 2: High School Completion

	Baseline	1992 Goals Report
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	10%

Goal 3: Student Achievement and Citizenship

	Baseline	1992 Goals Report
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	34%	—
– Basic	48%	—
– Proficient } Goals Panel	17%	—
– Advanced } Standard for Competence	1%	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]‡		
– Algebra I	—	76%
– Algebra II	—	46%
– Calculus	—	9%
– Biology	—	79%
– Chemistry	—	45%
– Physics	—	21%
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	9	10
Number receiving grades of 3 or higher	6	6
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	1	2
Number receiving grades of 3 or higher	1	2

Goal 4: Science and Mathematics

	Baseline	1992 Goals Report
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	*	87%
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	65%	59%ns
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	69%	—
– work with rulers, blocks, or geometric shapes at least once a week	34%	—
– write reports or do projects during the school year	57%	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	51%	—
– reasoning and analytic skills	50%	—
– communicating mathematics ideas	45%	—
c) who have computers available in their mathematics classroom	16%	—
d) who use calculators in mathematics class several times per week	46%	—

Goal 5: Adult Literacy and Lifelong Learning

	Baseline	1992 Goals Report
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	76%
b) voting	—	68%

Goal 6: Safe, Disciplined, and Drug-free Schools

	Baseline	1992 Goals Report
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	16%	14%
– cocaine	2%	2%
b) Having five or more drinks in a row during the past 30 days	38%	41%
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	45%	32%
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	41%	61%
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	66%	65%ns
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	58%	59%ns
– students cutting class	58%	46%

* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Connecticut

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	88%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	89%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	23%	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	98	105
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	68	76
Goal 4: Science and Mathematics No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	6%	4%[ns]
– Verbal abuse of teachers	38%	35%[ns]
– Robbery or theft	15%	19%[ns]
– Vandalism of school property	38%	28%[ns]

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* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Connecticut

Additional Important Information Related to the Goals and Objectives

	Baseline	1992 Goals Report
Goal 1: Readiness for School		
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	933	931
b) between 3.3 and 5.5 pounds	55	55
c) below 3.3 pounds	13	14
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	831	835
b) first prenatal care during the second trimester of pregnancy	130	130
c) first prenatal care during the third trimester of pregnancy or no prenatal care	39	35
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	4
Goal 2: High School Completion		
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	9%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	33%	—
– Basic	44%	—
– Proficient } Goals Panel Standard for Competence	21%	—
– Advanced } Goals Panel Standard for Competence	2%	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]		
– Algebra I	74%	78%
– Algebra II	61%	57%
– Calculus	14%	14%
– Biology	95+%	92%
– Chemistry	62%	63%
– Physics	36%	37%
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	14	15
Number receiving grades of 3 or higher	10	11
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	2	3
Number receiving grades of 3 or higher	2	2
Goal 4: Science and Mathematics		
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	*	88%
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	*	80%
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	51%	—
– work with rulers, blocks, or geometric shapes at least once a week	26%	—
– write reports or do projects during the school year	59%	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	48%	—
– reasoning and analytic skills	47%	—
– communicating mathematics ideas	41%	—
c) who have computers available in their mathematics classroom	27%	—
d) who use calculators in mathematics class several times per week	36%	—
Goal 5: Adult Literacy and Lifelong Learning		
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	78%
b) voting	—	68%
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	44%	32%
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	42%	50%[ns]
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	67%	75%[ns]
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	61%	65%[ns]
– students cutting class	37%	33%[ns]

* Sample size too small to permit reliable estimate.

† Definition has changed since 1991 Goals Report.

ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.

‡ Interpret with caution. See technical note on page 310.

‡‡ Interpret with caution. See technical note on page 311.

Delaware

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School		
No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	88%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	88%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	16%	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	85	99
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	63	76
Goal 4: Science and Mathematics		
No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning		
No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	5%	4%[ns]
– Verbal abuse of teachers	38%	42%[ns]
– Robbery or theft	28%	32%[ns]
– Vandalism of school property	35%	26%[ns]

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* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.
∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Delaware

Additional Important Information Related to the Goals and Objectives

Goal 1: Readiness for School

	Baseline	1992 Goals Report
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	926	925
b) between 3.3 and 5.5 pounds	58	58
c) below 3.3 pounds	16	16
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	797	773
b) first prenatal care during the second trimester of pregnancy	162	176
c) first prenatal care during the third trimester of pregnancy or no prenatal care	41	52
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	5

Goal 2: High School Completion

	Baseline	1992 Goals Report
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	11%

Goal 3: Student Achievement and Citizenship

	Baseline	1992 Goals Report
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	46%	—
– Basic	38%	—
– Proficient } Goals Panel Standard for Competence	15%	—
– Advanced } Goals Panel Standard for Competence	1%	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]		
– Algebra I	73%	68%
– Algebra II	43%	43%
– Calculus	17%	11%
– Biology	95+%	92%
– Chemistry	48%	43%
– Physics	19%	19%
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	7	8
Number receiving grades of 3 or higher	5	6
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	<1	2
Number receiving grades of 3 or higher	<1	1

Goal 4: Science and Mathematics

	Baseline	1992 Goals Report
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	*	*
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	*	*
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	43%	xx%
– work with rulers, blocks, or geometric shapes at least once a week	21%	xx%
– write reports or do projects during the school year	40%	xx%
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	39%	—
– reasoning and analytic skills	47%	—
– communicating mathematics ideas	37%	—
c) who have computers available in their mathematics classroom	13%	—
d) who use calculators in mathematics class several times per week	28%	—

Goal 5: Adult Literacy and Lifelong Learning

	Baseline	1992 Goals Report
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	65%
b) voting	—	60%

Goal 6: Safe, Disciplined, and Drug-free Schools

	Baseline	1992 Goals Report
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	61%	42%
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	40%	50%ns
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	67%	61%ns
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	66%	74%ns
– students cutting class	47%	57%ns

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* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.
∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

District of Columbia

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School		
No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	83%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	84%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	3%	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	206	165
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	133	106
Goal 4: Science and Mathematics		
No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning		
No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	4%	16%
– Verbal abuse of teachers	32%	58%
– Robbery or theft	13%	31%
– Vandalism of school property	7%	35%

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* Sample size too small to permit reliable estimate.

† Definition has changed since 1991 Goals Report.

ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.

‡ Interpret with caution. See technical note on page 310.

‡‡ Interpret with caution. See technical note on page 311.

District of Columbia

Additional Important Information Related to the Goals and Objectives

	Baseline	1992 Goals Report
Goal 1: Readiness for School		
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	857	841
b) between 3.3 and 5.5 pounds	106	119
c) below 3.3 pounds	37	39
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	612	591
b) first prenatal care during the second trimester of pregnancy	276	271
c) first prenatal care during the third trimester of pregnancy or no prenatal care	112	138
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	2
Goal 2: High School Completion		
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	19%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	81%	—
– Basic	16%	—
– Proficient } Goals Panel	2%	—
– Advanced } Standard for Competence	1%	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]‡		
– Algebra I	65%	95+%
– Algebra II	39%	41%
– Calculus	3%	6%
– Biology	75%	86%
– Chemistry	46%	70%
– Physics	13%	17%
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	36	27
Number receiving grades of 3 or higher	26	21
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	6	5
Number receiving grades of 3 or higher	4	3
Goal 4: Science and Mathematics		
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	*	*
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	*	*
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	82%	—
– work with rulers, blocks, or geometric shapes at least once a week	43%	—
– write reports or do projects during the school year	82%	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	46%	—
– reasoning and analytic skills	65%	—
– communicating mathematics ideas	63%	—
c) who have computers available in their mathematics classroom	18%	—
d) who use calculators in mathematics class several times per week	40%	—
Goal 5: Adult Literacy and Lifelong Learning		
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	69%
b) voting	—	56%
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	3%	6%
– cocaine	1%	2%
b) Having five or more drinks in a row during the past 30 days	17%	14%
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	45%	55%[ns]
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	62%	63%[ns]
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	62%	53%[ns]
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	86%	86%
– students cutting class	65%	65%

* Sample size too small to permit reliable estimate.

† Definition has changed since 1991 Goals Report.

ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.

‡ Interpret with caution. See technical note on page 310.

‡‡ Interpret with caution. See technical note on page 311.

Florida

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School		
No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	79%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	82%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	13%	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	118	135
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	61	72
Goal 4: Science and Mathematics		
No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning		
No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	7%	6%[ns]
– Verbal abuse of teachers	44%	47%[ns]
– Robbery or theft	39%	35%[ns]
– Vandalism of school property	43%	36%[ns]

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* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Florida

Additional Important Information Related to the Goals and Objectives

	Baseline	1992 Goals Report
Goal 1: Readiness for School		
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	923	923
b) between 3.3 and 5.5 pounds	63	63
c) below 3.3 pounds	14	14
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	701	709
b) first prenatal care during the second trimester of pregnancy	217	210
c) first prenatal care during the third trimester of pregnancy or no prenatal care	82	81
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	3
Goal 2: High School Completion		
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	14%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	51%	—
– Basic	36%	—
– Proficient } Goals Panel	13%	—
– Advanced } Standard for Competence	<1%	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]		
– Algebra I	78%	77%
– Algebra II	42%	45%
– Calculus	9%	10%
– Biology	95+%	95+%
– Chemistry	44%	52%
– Physics	19%	22%
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	13	16
Number receiving grades of 3 or higher	10	12
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	6	6
Number receiving grades of 3 or higher	4	4
Goal 4: Science and Mathematics		
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	72%	71%[ns]
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	64%	56%[ns]
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	48%	—
– work with rulers, blocks, or geometric shapes at least once a week	21%	—
– write reports or do projects during the school year	52%	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	42%	—
– reasoning and analytic skills	46%	—
– communicating mathematics ideas	43%	—
c) who have computers available in their mathematics classroom	19%	—
d) who use calculators in mathematics class several times per week	21%	—
Goal 5: Adult Literacy and Lifelong Learning		
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	69%
b) voting	—	59%
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	46%	40%[ns]
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	42%	54%
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	55%	60%[ns]
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	69%	68%[ns]
– students cutting class	55%	56%[ns]

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* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.
∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Georgia

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	80%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	82%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	15%	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	67	74
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	44	49
Goal 4: Science and Mathematics No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	5%	5%
– Verbal abuse of teachers	35%	33%[ns]
– Robbery or theft	22%	25%[ns]
– Vandalism of school property	27%	24%[ns]

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* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.
∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Georgia

Additional Important Information Related to the Goals and Objectives

	Baseline	1992 Goals Report
Goal 1: Readiness for School		
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	916	916
b) between 3.3 and 5.5 pounds	68	67
c) below 3.3 pounds	16	16
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	733	727
b) first prenatal care during the second trimester of pregnancy	198	205
c) first prenatal care during the third trimester of pregnancy or no prenatal care	69	68
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	2
Goal 2: High School Completion		
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	14%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	47%	—
– Basic	38%	—
– Proficient } Goals Panel	14%	—
– Advanced } Standard for Competence	1%	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]‡		
– Algebra I	—	—
– Algebra II	—	—
– Calculus	—	—
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	2	2
Number receiving grades of 3 or higher	1	1
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	1	2
Number receiving grades of 3 or higher	1	1
Goal 4: Science and Mathematics		
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	77%	87%[ns]

	Baseline	1992 Goals Report
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	81%	84%[ns]
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	56%	—
– work with rulers, blocks, or geometric shapes at least once a week	26%	—
– write reports or do projects during the school year	62%	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	47%	—
– reasoning and analytic skills	50%	—
– communicating mathematics ideas	52%	—
c) who have computers available in their mathematics classroom	28%	—
d) who use calculators in mathematics class several times per week	31%	—
Goal 5: Adult Literacy and Lifelong Learning		
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	62%
b) voting	—	50%
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	9%	11%[ns]
– cocaine	1%	1%[ns]
b) Having five or more drinks in a row during the past 30 days	31%	27%[ns]
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	42%	34%[ns]
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	56%	61%[ns]
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	68%	64%[ns]
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	59%	66%[ns]
– students cutting class	32%	32%[ns]

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* Sample size too small to permit reliable estimate.

† Definition has changed since 1991 Goals Report.

[ns] Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.

‡ Interpret with caution. See technical note on page 310.

‡‡ Interpret with caution. See technical note on page 311.

Hawaii

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	91%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	93%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	13%	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4] †	99	107
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5] †	76	81
Goal 4: Science and Mathematics No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6] †		
– Physical abuse of teachers	11%	13%[ns]
– Verbal abuse of teachers	47%	55%[ns]
– Robbery or theft	33%	36%[ns]
– Vandalism of school property	53%	59%[ns]

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* Sample size too small to permit reliable estimate.

† Definition has changed since 1991 Goals Report.

ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.

‡ Interpret with caution. See technical note on page 310.

‡‡ Interpret with caution. See technical note on page 311.

Hawaii

Additional Important Information Related to the Goals and Objectives

Goal 1: Readiness for School

	Baseline	1992 Goals Report
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	931	929
b) between 3.3 and 5.5 pounds	59	61
c) below 3.3 pounds	10	10
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	766	754
b) first prenatal care during the second trimester of pregnancy	180	186
c) first prenatal care during the third trimester of pregnancy or no prenatal care	54	60
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	2

Goal 2: High School Completion

	Baseline	1992 Goals Report
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	7%

Goal 3: Student Achievement and Citizenship

	Baseline	1992 Goals Report
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	56%	—
– Basic	31%	—
– Proficient } Goals Panel	12%	—
– Advanced } Standard for Competence	1%	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]		
– Algebra I	52%	58%
– Algebra II	33%	32%
– Calculus	4%	4%
– Biology	88%	95+%
– Chemistry	40%	44%
– Physics	21%	24%
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	3	4
Number receiving grades of 3 or higher	2	3
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	2	2
Number receiving grades of 3 or higher	1	1

Goal 4: Science and Mathematics

	Baseline	1992 Goals Report
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	*	*
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	*	*
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	34%	—
– work with rulers, blocks, or geometric shapes at least once a week	16%	—
– write reports or do projects during the school year	47%	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	29%	—
– reasoning and analytic skills	42%	—
– communicating mathematics ideas	34%	—
c) who have computers available in their mathematics classroom	10%	—
d) who use calculators in mathematics class several times per week	11%	—

Goal 5: Adult Literacy and Lifelong Learning

	Baseline	1992 Goals Report
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	66%
b) voting	—	59%

Goal 6: Safe, Disciplined, and Drug-free Schools

	Baseline	1992 Goals Report
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	—	17%
– cocaine	—	4%
b) Having five or more drinks in a row during the past 30 days	—	24%
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	60%	51%[ns]
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	41%	47%[ns]
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	66%	65%[ns]
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	77%	78%[ns]
– students cutting class	70%	72%[ns]

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* Sample size too small to permit reliable estimate.

† Definition has changed since 1991 Goals Report.

ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.

‡ Interpret with caution. See technical note on page 310.

‡‡ Interpret with caution. See technical note on page 311.

Idaho

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	86%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	86%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	20%	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	39	39
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	25	26
Goal 4: Science and Mathematics No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	2%	1%[ns]
– Verbal abuse of teachers	26%	25%[ns]
– Robbery or theft	24%	23%[ns]
– Vandalism of school property	28%	29%[ns]

* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.
∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Idaho

Additional Important Information Related to the Goals and Objectives

Goal 1: Readiness for School

	Baseline	1992 Goals Report
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	949	945
b) between 3.3 and 5.5 pounds	44	45
c) below 3.3 pounds	8	10
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	748	736
b) first prenatal care during the second trimester of pregnancy	196	201
c) first prenatal care during the third trimester of pregnancy or no prenatal care	56	63
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	6

Goal 2: High School Completion

	Baseline	1992 Goals Report
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	10%

Goal 3: Student Achievement and Citizenship

	Baseline	1992 Goals Report
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	26%	—
– Basic	54%	—
– Proficient } Goals Panel	19%	—
– Advanced } Standard for Competence	1%	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]‡		
– Algebra I	95+%	78%
– Algebra II	64%	66%
– Calculus	6%	23%
– Biology	80%	87%
– Chemistry	26%	46%
– Physics	15%	14%
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	1	1
Number receiving grades of 3 or higher	<1	<1
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	<1	1
Number receiving grades of 3 or higher	<1	<1

Goal 4: Science and Mathematics

	Baseline	1992 Goals Report
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	*	80%
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	*	55%
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	55%	—
– work with rulers, blocks, or geometric shapes at least once a week	20%	—
– write reports or do projects during the school year	47%	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	56%	—
– reasoning and analytic skills	39%	—
– communicating mathematics ideas	41%	—
c) who have computers available in their mathematics classroom	11%	—
d) who use calculators in mathematics class several times per week	38%	—

Goal 5: Adult Literacy and Lifelong Learning

	Baseline	1992 Goals Report
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	72%
b) voting	—	66%

Goal 6: Safe, Disciplined, and Drug-free Schools

	Baseline	1992 Goals Report
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	—	10%
– cocaine	—	2%
b) Having five or more drinks in a row during the past 30 days	—	30%
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	39%	30%[ns]
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	50%	63%
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	69%	72%[ns]
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	58%	56%[ns]
– students cutting class	32%	28%[ns]

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* Sample size too small to permit reliable estimate.

† Definition has changed since 1991 Goals Report.

ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.

‡ Interpret with caution. See technical note on page 310.

‡‡ Interpret with caution. See technical note on page 311.

Illinois

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	86%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	86%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	—	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	73	82
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	51	58
Goal 4: Science and Mathematics No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	6%	4%[ns]
– Verbal abuse of teachers	38%	33%[ns]
– Robbery or theft	30%	25%
– Vandalism of school property	35%	32%[ns]

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* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.
∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Additional Important Information Related to the Goals and Objectives

	Baseline	1992 Goals Report
Goal 1: Readiness for School		
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	925	923
b) between 3.3 and 5.5 pounds	61	62
c) below 3.3 pounds	14	15
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	781	781
b) first prenatal care during the second trimester of pregnancy	167	167
c) first prenatal care during the third trimester of pregnancy or no prenatal care	51	52
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	5
Goal 2: High School Completion		
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	10%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	—	—
– Basic	—	—
– Proficient } Goals Panel	—	—
– Advanced } Standard for Competence	—	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]‡		
– Algebra I	77%	—
– Algebra II	39%	—
– Calculus	9%	—
– Biology	78%	—
– Chemistry	40%	—
– Physics	20%	—
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	6	7
Number receiving grades of 3 or higher	5	5
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	1	1
Number receiving grades of 3 or higher	1	1
Goal 4: Science and Mathematics		
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	77%	83%ns

	Baseline	1992 Goals Report
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	74%	69%ns
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	45%	—
– work with rulers, blocks, or geometric shapes at least once a week	26%	—
– write reports or do projects during the school year	55%	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	55%	—
– reasoning and analytic skills	48%	—
– communicating mathematics ideas	35%	—
c) who have computers available in their mathematics classroom	23%	—
d) who use calculators in mathematics class several times per week	35%	—
Goal 5: Adult Literacy and Lifelong Learning		
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	73%
b) voting	—	64%
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	49%	37%
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	43%	58%
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	65%	66%ns
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	60%	56%ns
– students cutting class	52%	38%

* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.
∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Indiana

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	86%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	86%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3]∞	18%	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	46	54
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	18	20
Goal 4: Science and Mathematics No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	5%	3%[ns]
– Verbal abuse of teachers	31%	36%[ns]
– Robbery or theft	24%	23%[ns]
– Vandalism of school property	25%	24%[ns]

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* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Indiana

Additional Important Information Related to the Goals and Objectives

Goal 1: Readiness for School

	Baseline	1992 Goals Report
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	934	934
b) between 3.3 and 5.5 pounds	54	54
c) below 3.3 pounds	12	12
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	782	786
b) first prenatal care during the second trimester of pregnancy	168	164
c) first prenatal care during the third trimester of pregnancy or no prenatal care	49	50
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	3

Goal 2: High School Completion

	Baseline	1992 Goals Report
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	11%

Goal 3: Student Achievement and Citizenship

	Baseline	1992 Goals Report
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	35%	—
– Basic	47%	—
– Proficient } Goals Panel Standard for Competence	17%	—
– Advanced } Goals Panel Standard for Competence	1%	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]‡		
– Algebra I	60%	92%
– Algebra II	45%	59%
– Calculus	8%	15%
– Biology	95+%	95+%
– Chemistry	42%	55%
– Physics	19%	22%
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	1	2
Number receiving grades of 3 or higher	1	1
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	<1	<1
Number receiving grades of 3 or higher	<1	<1

Goal 4: Science and Mathematics

	Baseline	1992 Goals Report
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	75%	82%[ns]
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	66%	79%[ns]
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	39%	—
– work with rulers, blocks, or geometric shapes at least once a week	11%	—
– write reports or do projects during the school year	46%	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	45%	—
– reasoning and analytic skills	35%	—
– communicating mathematics ideas	35%	—
c) who have computers available in their mathematics classroom	14%	—
d) who use calculators in mathematics class several times per week	13%	—

Goal 5: Adult Literacy and Lifelong Learning

	Baseline	1992 Goals Report
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	69%
b) voting	—	61%

Goal 6: Safe, Disciplined, and Drug-free Schools

	Baseline	1992 Goals Report
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	38%	38%
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	48%	54%[ns]
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	65%	62%[ns]
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	49%	54%[ns]
– students cutting class	33%	28%[ns]

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* Sample size too small to permit reliable estimate.

† Definition has changed since 1991 Goals Report.

ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.

‡ Interpret with caution. See technical note on page 310.

‡‡ Interpret with caution. See technical note on page 311.

Iowa

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School		
No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	93%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	92%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	27%	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	23	25
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	16	18
Goal 4: Science and Mathematics		
No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning		
No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	2%	—
– Verbal abuse of teachers	22%	—
– Robbery or theft	17%	—
– Vandalism of school property	22%	—

* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Additional Important Information Related to the Goals and Objectives

	Baseline	1992 Goals Report
Goal 1: Readiness for School		
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	946	946
b) between 3.3 and 5.5 pounds	46	45
c) below 3.3 pounds	8	9
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	854	852
b) first prenatal care during the second trimester of pregnancy	121	121
c) first prenatal care during the third trimester of pregnancy or no prenatal care	25	27
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	5
Goal 2: High School Completion		
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	7%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	20%	—
– Basic	53%	—
– Proficient } Goals Panel	25%	—
– Advanced } Standard for Competence	2%	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]		
– Algebra I	92%	94%
– Algebra II	50%	67%
– Calculus	9%	12%
– Biology	95+%	95+%
– Chemistry	57%	66%
– Physics	27%	30%
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	1	1
Number receiving grades of 3 or higher	<1	<1
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	<1	<1
Number receiving grades of 3 or higher	<1	<1
Goal 4: Science and Mathematics		
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	80%	—

	Baseline	1992 Goals Report
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	70%	—
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	48%	—
– work with rulers, blocks, or geometric shapes at least once a week	20%	—
– write reports or do projects during the school year	47%	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	49%	—
– reasoning and analytic skills	38%	—
– communicating mathematics ideas	28%	—
c) who have computers available in their mathematics classroom	23%	—
d) who use calculators in mathematics class several times per week	40%	—
Goal 5: Adult Literacy and Lifelong Learning		
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	73%
b) voting	—	64%
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	39%	—
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	48%	—
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	72%	—
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	46%	—
– students cutting class	28%	—

* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.
∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Kansas

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School		
No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	89%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	89%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	—	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	31	31
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	19	19
Goal 4: Science and Mathematics		
No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning		
No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	1%	1%
– Verbal abuse of teachers	29%	29%
– Robbery or theft	16%	17%[ns]
– Vandalism of school property	20%	20%

* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Kansas

Additional Important Information Related to the Goals and Objectives

Goal 1: Readiness for School

	Baseline	1992 Goals Report
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	939	939
b) between 3.3 and 5.5 pounds	50	50
c) below 3.3 pounds	11	11
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	816	805
b) first prenatal care during the second trimester of pregnancy	146	149
c) first prenatal care during the third trimester of pregnancy or no prenatal care	38	45
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	3

Goal 2: High School Completion

	Baseline	1992 Goals Report
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	8%

Goal 3: Student Achievement and Citizenship

	Baseline	1992 Goals Report
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	—	—
– Basic	—	—
– Proficient } Goals Panel Standard for Competence	—	—
– Advanced	—	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]‡		
– Algebra I	66%	95+%
– Algebra II	47%	62%
– Calculus	9%	11%
– Biology	95+%	95+%
– Chemistry	45%	52%
– Physics	17%	22%
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	1	1
Number receiving grades of 3 or higher	1	1
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	<1	<1
Number receiving grades of 3 or higher	<1	<1

Goal 4: Science and Mathematics

	Baseline	1992 Goals Report
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	*	73%
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	*	82%
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	—	—
– work with rulers, blocks, or geometric shapes at least once a week	—	—
– write reports or do projects during the school year	—	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	—	—
– reasoning and analytic skills	—	—
– communicating mathematics ideas	—	—
c) who have computers available in their mathematics classroom	—	—
d) who use calculators in mathematics class several times per week	—	—

Goal 5: Adult Literacy and Lifelong Learning

	Baseline	1992 Goals Report
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	69%
b) voting	—	62%

Goal 6: Safe, Disciplined, and Drug-free Schools

	Baseline	1992 Goals Report
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	7%	—
– cocaine	4%	—
b) Having five or more drinks in a row during the past 30 days	41%	—
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	38%	31%[ns]
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	51%	61%
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	74%	69%[ns]
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	48%	49%[ns]
– students cutting class	28%	29%[ns]

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* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.
∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Kentucky

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	82%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	81%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	11%	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	52	60
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	26	30
Goal 4: Science and Mathematics No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	2%	3%[ns]
– Verbal abuse of teachers	29%	29%
– Robbery or theft	16%	20%[ns]
– Vandalism of school property	28%	22%[ns]

* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Kentucky

Additional Important Information Related to the Goals and Objectives

	Baseline	1992 Goals Report
Goal 1: Readiness for School		
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	933	931
b) between 3.3 and 5.5 pounds	56	57
c) below 3.3 pounds	12	12
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	767	768
b) first prenatal care during the second trimester of pregnancy	182	184
c) first prenatal care during the third trimester of pregnancy or no prenatal care	50	48
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	7
Goal 2: High School Completion		
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	13%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	49%	—
– Basic	40%	—
– Proficient } Goals Panel	11%	—
– Advanced } Standard for Competence	<1%	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]		
– Algebra I	81%	90%
– Algebra II	54%	61%
– Calculus	6%	7%
– Biology	95+%	95+%
– Chemistry	45%	55%
– Physics	14%	15%
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	4	5
Number receiving grades of 3 or higher	1	2
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	1	1
Number receiving grades of 3 or higher	<1	1
Goal 4: Science and Mathematics		
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	*	85%
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	*	87%
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class:		
– work in small groups at least once a week	42%	—
– work with rulers, blocks, or geometric shapes at least once a week	19%	—
– write reports or do projects during the school year	61%	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	46%	—
– reasoning and analytic skills	44%	—
– communicating mathematics ideas	44%	—
c) who have computers available in their mathematics classroom	15%	—
d) who use calculators in mathematics class several times per week	19%	—
Goal 5: Adult Literacy and Lifelong Learning		
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	63%
b) voting	—	50%
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	14%	—
– cocaine	2%	—
b) Having five or more drinks in a row during the past 30 days	35%	—
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	43%	28%
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	50%	63%
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	68%	65%ns
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	54%	57%ns
– students cutting class	30%	24%ns

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* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.
∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Louisiana

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	81%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	79%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	5%	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	28	29
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	15	18
Goal 4: Science and Mathematics No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991)[6]†		
– Physical abuse of teachers	4%	4%
– Verbal abuse of teachers	27%	31%[ns]
– Robbery or theft	29%	26%[ns]
– Vandalism of school property	34%	30%[ns]

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* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Additional Important Information Related to the Goals and Objectives

Goal 1: Readiness for School

	Baseline	1992 Goals Report
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	912	909
b) between 3.3 and 5.5 pounds	72	74
c) below 3.3 pounds	16	17
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	743	752
b) first prenatal care during the second trimester of pregnancy	188	185
c) first prenatal care during the third trimester of pregnancy or no prenatal care	69	63
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	3

Goal 2: High School Completion

	Baseline	1992 Goals Report
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	12%

Goal 3: Student Achievement and Citizenship

	Baseline	1992 Goals Report
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	63%	—
– Basic	32%	—
– Proficient } Goals Panel	5%	—
– Advanced } Standard for Competence	<1%	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]‡		
– Algebra I	95+%	—
– Algebra II	64%	—
– Calculus	4%	—
– Biology	90%	—
– Chemistry	50%	—
– Physics	21%	—
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	2	2
Number receiving grades of 3 or higher	1	1
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	<1	1
Number receiving grades of 3 or higher	<1	<1

Goal 4: Science and Mathematics

	Baseline	1992 Goals Report
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	61%	67%[ns]
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	62%	60%[ns]
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	45%	—
– work with rulers, blocks, or geometric shapes at least once a week	15%	—
– write reports or do projects during the school year	42%	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	59%	—
– reasoning and analytic skills	38%	—
– communicating mathematics ideas	40%	—
c) who have computers available in their mathematics classroom	11%	—
d) who use calculators in mathematics class several times per week	13%	—

Goal 5: Adult Literacy and Lifelong Learning

	Baseline	1992 Goals Report
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	76%
b) voting	—	66%

Goal 6: Safe, Disciplined, and Drug-free Schools

	Baseline	1992 Goals Report
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	40%	36%[ns]
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	60%	62%[ns]
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	65%	64%[ns]
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	46%	60%[ns]
– students cutting class	28%	29%[ns]

* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.
∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Maine

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	90%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	89%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	—	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	55	63
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	34	39
Goal 4: Science and Mathematics No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	0%	0%
– Verbal abuse of teachers	29%	22%ns
– Robbery or theft	13%	9%ns
– Vandalism of school property	29%	15%

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* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.
∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Maine

Additional Important Information Related to the Goals and Objectives

Goal 1: Readiness for School

	Baseline	1992 Goals Report
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	951	951
b) between 3.3 and 5.5 pounds	41	41
c) below 3.3 pounds	7	8
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	828	825
b) first prenatal care during the second trimester of pregnancy	144	149
c) first prenatal care during the third trimester of pregnancy or no prenatal care	28	27
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	5

Goal 2: High School Completion

	Baseline	1992 Goals Report
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	8%

Goal 3: Student Achievement and Citizenship

	Baseline	1992 Goals Report
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	—	—
– Basic	—	—
– Proficient } Goals Panel	—	—
– Advanced } Standard for Competence	—	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]‡		
– Algebra I	84%	—
– Algebra II	64%	—
– Calculus	—	—
– Biology	94%	—
– Chemistry	58%	—
– Physics	—	—
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	3	3
Number receiving grades of 3 or higher	2	1
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	1	2
Number receiving grades of 3 or higher	1	2

Goal 4: Science and Mathematics

	Baseline	1992 Goals Report
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	*	85%
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	*	70%
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	—	—
– work with rulers, blocks, or geometric shapes at least once a week	—	—
– write reports or do projects during the school year	—	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	—	—
– reasoning and analytic skills	—	—
– communicating mathematics ideas	—	—
c) who have computers available in their mathematics classroom	—	—
d) who use calculators in mathematics class several times per week	—	—

Goal 5: Adult Literacy and Lifelong Learning

	Baseline	1992 Goals Report
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	82%
b) voting	—	67%

Goal 6: Safe, Disciplined, and Drug-free Schools

	Baseline	1992 Goals Report
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	40%	17%
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	48%	56%ns
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	78%	83%ns
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	52%	45%ns
– students cutting class	24%	19%ns

* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.
∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Maryland

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	86%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	87%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	17%	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	110	118
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	76	84
Goal 4: Science and Mathematics No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	6%	3%[ns]
– Verbal abuse of teachers	41%	40%[ns]
– Robbery or theft	22%	21%[ns]
– Vandalism of school property	39%	26%

* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Additional Important Information Related to the Goals and Objectives

Goal 1: Readiness for School

	Baseline	1992 Goals Report
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	919	920
b) between 3.3 and 5.5 pounds	63	63
c) below 3.3 pounds	18	17
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	812	826
b) first prenatal care during the second trimester of pregnancy	146	132
c) first prenatal care during the third trimester of pregnancy or no prenatal care	42	42
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	3

Goal 2: High School Completion

	Baseline	1992 Goals Report
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	11%

Goal 3: Student Achievement and Citizenship

	Baseline	1992 Goals Report
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	44%	—
– Basic	39%	—
– Proficient } Goals Panel Standard for Competence	16%	—
– Advanced } Goals Panel Standard for Competence	1%	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]‡		
– Algebra I	94%	—
– Algebra II	51%	—
– Calculus	13%	—
– Biology	95+%	—
– Chemistry	61%	—
– Physics	27%	—
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	11	10
Number receiving grades of 3 or higher	8	7
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	2	3
Number receiving grades of 3 or higher	2	2

Goal 4: Science and Mathematics

	Baseline	1992 Goals Report
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	*	91%
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	*	73%
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	56%	—
– work with rulers, blocks, or geometric shapes at least once a week	22%	—
– write reports or do projects during the school year	57%	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	51%	—
– reasoning and analytic skills	53%	—
– communicating mathematics ideas	48%	—
c) who have computers available in their mathematics classroom	16%	—
d) who use calculators in mathematics class several times per week	25%	—

Goal 5: Adult Literacy and Lifelong Learning

	Baseline	1992 Goals Report
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	67%
b) voting	—	57%

Goal 6: Safe, Disciplined, and Drug-free Schools

	Baseline	1992 Goals Report
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	49%	45%ns
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	54%	48%ns
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	64%	60%ns
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	68%	68%
– students cutting class	41%	36%ns

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* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.
∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Massachusetts

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	90%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	89%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	—	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	97	108
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	69	78
Goal 4: Science and Mathematics No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	3%	8%
– Verbal abuse of teachers	30%	38%ns
– Robbery or theft	16%	28%
– Vandalism of school property	33%	32%ns

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* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Massachusetts

Additional Important Information Related to the Goals and Objectives

	Baseline	1992 Goals Report
Goal 1: Readiness for School		
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	940	941
b) between 3.3 and 5.5 pounds	49	48
c) below 3.3 pounds	11	11
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	834	827
b) first prenatal care during the second trimester of pregnancy	135	140
c) first prenatal care during the third trimester of pregnancy or no prenatal care	31	33
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	5
Goal 2: High School Completion		
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	10%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	—	—
– Basic	—	—
– Proficient } Goals Panel	—	—
– Advanced } Standard for Competence	—	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]‡		
– Algebra I	—	—
– Algebra II	—	—
– Calculus	—	—
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	11	12
Number receiving grades of 3 or higher	9	9
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	2	3
Number receiving grades of 3 or higher	2	2
Goal 4: Science and Mathematics		
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	71%	86%[ns]
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	67%	68%[ns]
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class:		
– work in small groups at least once a week	—	—
– work with rulers, blocks, or geometric shapes at least once a week	—	—
– write reports or do projects during the school year	—	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	—	—
– reasoning and analytic skills	—	—
– communicating mathematics ideas	—	—
c) who have computers available in their mathematics classroom	—	—
d) who use calculators in mathematics class several times per week	—	—
Goal 5: Adult Literacy and Lifelong Learning		
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	74%
b) voting	—	67%
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	17%	—
– cocaine	2%	—
b) Having five or more drinks in a row during the past 30 days	38%	—
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	46%	37%
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	41%	54%
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	69%	74%[ns]
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	68%	63%[ns]
– students cutting class	35%	36%[ns]

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* Sample size too small to permit reliable estimate.

† Definition has changed since 1991 Goals Report.

ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.

‡ Interpret with caution. See technical note on page 310.

‡‡ Interpret with caution. See technical note on page 311.

Michigan

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	86%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	88%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	17%	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	58	63
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	37	41
Goal 4: Science and Mathematics No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	4%	3%[ns]
– Verbal abuse of teachers	36%	33%[ns]
– Robbery or theft	28%	24%[ns]
– Vandalism of school property	34%	31%[ns]

* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Michigan

Additional Important Information Related to the Goals and Objectives

	Baseline	1992 Goals Report
Goal 1: Readiness for School		
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	927	924
b) between 3.3 and 5.5 pounds	59	61
c) below 3.3 pounds	14	15
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	799	791
b) first prenatal care during the second trimester of pregnancy	164	167
c) first prenatal care during the third trimester of pregnancy or no prenatal care	37	42
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	3
Goal 2: High School Completion		
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	10%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	39%	—
– Basic	44%	—
– Proficient } Goals Panel	16%	—
– Advanced } Standard for Competence	1%	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]‡		
– Algebra I	—	—
– Algebra II	—	—
– Calculus	—	—
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	4	4
Number receiving grades of 3 or higher	2	2
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	1	1
Number receiving grades of 3 or higher	1	1
Goal 4: Science and Mathematics		
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	86%	81%[ns]
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	80%	78%[ns]
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	44%	—
– work with rulers, blocks, or geometric shapes at least once a week	28%	—
– write reports or do projects during the school year	42%	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	47%	—
– reasoning and analytic skills	43%	—
– communicating mathematics ideas	35%	—
c) who have computers available in their mathematics classroom	20%	—
d) who use calculators in mathematics class several times per week	34%	—
Goal 5: Adult Literacy and Lifelong Learning		
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	74%
b) voting	—	61%
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	45%	35%
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	49%	58%
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	62%	63%[ns]
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	59%	58%[ns]
– students cutting class	46%	37%[ns]

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* Sample size too small to permit reliable estimate.

† Definition has changed since 1991 Goals Report.

ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.

‡ Interpret with caution. See technical note on page 310.

‡‡ Interpret with caution. See technical note on page 311.

Minnesota

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School		
No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	92%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	93%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	25%	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	28	33
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	18	22
Goal 4: Science and Mathematics		
No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning		
No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]‡		
– Physical abuse of teachers	4%	2%ns
– Verbal abuse of teachers	24%	26%ns
– Robbery or theft	21%	23%ns
– Vandalism of school property	27%	22%ns

* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Minnesota

Additional Important Information Related to the Goals and Objectives

	Baseline	1992 Goals Report
Goal 1: Readiness for School		
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	950	951
b) between 3.3 and 5.5 pounds	41	41
c) below 3.3 pounds	9	8
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	798	808
b) first prenatal care during the second trimester of pregnancy	158	154
c) first prenatal care during the third trimester of pregnancy or no prenatal care	44	37
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	4
Goal 2: High School Completion		
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	6%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
- Below Basic	23%	—
- Basic	52%	—
- Proficient } Goals Panel Standard for Competence	23%	—
- Advanced } Goals Panel Standard for Competence	2%	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]		
- Algebra I	90%	95+%
- Algebra II	55%	64%
- Calculus	12%	14%
- Biology	95+%	95+%
- Chemistry	44%	54%
- Physics	23%	25%
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	2	2
Number receiving grades of 3 or higher	1	1
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	<1	<1
Number receiving grades of 3 or higher	<1	<1
Goal 4: Science and Mathematics		
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	89%	87%[ns]
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	89%	89%
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class:		
- work in small groups at least once a week	43%	—
- work with rulers, blocks, or geometric shapes at least once a week	19%	—
- write reports or do projects during the school year	42%	—
b) whose mathematics teachers heavily emphasize:		
- Algebra and functions	50%	—
- reasoning and analytic skills	36%	—
- communicating mathematics ideas	29%	—
c) who have computers available in their mathematics classroom	23%	—
d) who use calculators in mathematics class several times per week	48%	—
Goal 5: Adult Literacy and Lifelong Learning		
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	79%
b) voting	—	71%
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
- marijuana	—	—
- cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	40%	30%
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	49%	63%
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	66%	68%[ns]
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
- student tardiness	46%	42%[ns]
- students cutting class	33%	29%[ns]

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* Sample size too small to permit reliable estimate.

† Definition has changed since 1991 Goals Report.

[ns] Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.

‡ Interpret with caution. See technical note on page 310.

‡‡ Interpret with caution. See technical note on page 311.

Mississippi

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	83%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	80%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	—	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4] ‡	32	35
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5] ‡	16	18
Goal 4: Science and Mathematics No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6] ‡		
– Physical abuse of teachers	6%	4%[ns]
– Verbal abuse of teachers	28%	29%[ns]
– Robbery or theft	22%	20%[ns]
– Vandalism of school property	28%	24%[ns]

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* Sample size too small to permit reliable estimate.

† Definition has changed since 1991 Goals Report.

[ns] Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.

‡ Interpret with caution. See technical note on page 310.

‡‡ Interpret with caution. See technical note on page 311.

Mississippi

Additional Important Information Related to the Goals and Objectives

Goal 1: Readiness for School

	Baseline	1992 Goals Report
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	913	906
b) between 3.3 and 5.5 pounds	72	77
c) below 3.3 pounds	15	17
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	759	750
b) first prenatal care during the second trimester of pregnancy	201	205
c) first prenatal care during the third trimester of pregnancy or no prenatal care	41	46
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	5

Goal 2: High School Completion

	Baseline	1992 Goals Report
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	12%

Goal 3: Student Achievement and Citizenship

	Baseline	1992 Goals Report
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	—	—
– Basic	—	—
– Proficient } Goals Panel	—	—
– Advanced } Standard for Competence	—	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]		
– Algebra I	85%	94%
– Algebra II	58%	63%
– Calculus	3%	4%
– Biology	95+%	95+%
– Chemistry	55%	57%
– Physics	17%	17%
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	<1	<1
Number receiving grades of 3 or higher	<1	<1
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	<1	<1
Number receiving grades of 3 or higher	<1	<1

Goal 4: Science and Mathematics

	Baseline	1992 Goals Report
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	*	80%
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	79%	83%[ns]
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	—	—
– work with rulers, blocks, or geometric shapes at least once a week	—	—
– write reports or do projects during the school year	—	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	—	—
– reasoning and analytic skills	—	—
– communicating mathematics ideas	—	—
c) who have computers available in their mathematics classroom	—	—
d) who use calculators in mathematics class several times per week	—	—

Goal 5: Adult Literacy and Lifelong Learning

	Baseline	1992 Goals Report
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	78%
b) voting	—	63%

Goal 6: Safe, Disciplined, and Drug-free Schools

	Baseline	1992 Goals Report
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	11%	—
– cocaine	2%	—
b) Having five or more drinks in a row during the past 30 days	37%	—
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	41%	30%
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	65%	74%
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	63%	71%[ns]
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	48%	49%[ns]
– students cutting class	32%	25%[ns]

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* Sample size too small to permit reliable estimate.

† Definition has changed since 1991 Goals Report.

ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.

‡ Interpret with caution. See technical note on page 310.

‡‡ Interpret with caution. See technical note on page 311.

Missouri

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	85%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	86%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	—	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	28	32
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	21	24
Goal 4: Science and Mathematics No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	3%	—
– Verbal abuse of teachers	34%	—
– Robbery or theft	28%	—
– Vandalism of school property	33%	—

* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.
∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Missouri

Additional Important Information Related to the Goals and Objectives

	Baseline	1992 Goals Report
Goal 1: Readiness for School		
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	932	931
b) between 3.3 and 5.5 pounds	56	57
c) below 3.3 pounds	12	13
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	792	784
b) first prenatal care during the second trimester of pregnancy	164	167
c) first prenatal care during the third trimester of pregnancy or no prenatal care	44	48
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	2
Goal 2: High School Completion		
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	11%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	—	—
– Basic	—	—
– Proficient } Goals Panel	—	—
– Advanced } Standard for Competence	—	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]		
– Algebra I	95+%	95+%
– Algebra II	58%	63%
– Calculus	8%	10%
– Biology	86%	91%
– Chemistry	41%	49%
– Physics	16%	18%
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	2	2
Number receiving grades of 3 or higher	1	2
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	<1	1
Number receiving grades of 3 or higher	<1	<1
Goal 4: Science and Mathematics		
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	90%	—

	Baseline	1992 Goals Report
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	73%	—
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	—	—
– work with rulers, blocks, or geometric shapes at least once a week	—	—
– write reports or do projects during the school year	—	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	—	—
– reasoning and analytic skills	—	—
– communicating mathematics ideas	—	—
c) who have computers available in their mathematics classroom	—	—
d) who use calculators in mathematics class several times per week	—	—
Goal 5: Adult Literacy and Lifelong Learning		
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	76%
b) voting	—	66%
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	45%	—
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	45%	—
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	66%	—
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	54%	—
– students cutting class	33%	—

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* Sample size too small to permit reliable estimate.

† Definition has changed since 1991 Goals Report.

ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.

‡ Interpret with caution. See technical note on page 310.

‡‡ Interpret with caution. See technical note on page 311.

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Montana

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	89%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	89%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	—	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	33	36
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	21	24
Goal 4: Science and Mathematics No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	3%	—
– Verbal abuse of teachers	30%	—
– Robbery or theft	19%	—
– Vandalism of school property	29%	—

* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Montana

Additional Important Information Related to the Goals and Objectives

Goal 1: Readiness for School

	Baseline	1992 Goals Report
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	940	945
b) between 3.3 and 5.5 pounds	52	47
c) below 3.3 pounds	8	8
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	777	772
b) first prenatal care during the second trimester of pregnancy	172	180
c) first prenatal care during the third trimester of pregnancy or no prenatal care	51	49
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	5

Goal 2: High School Completion

	Baseline	1992 Goals Report
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	7%

Goal 3: Student Achievement and Citizenship

	Baseline	1992 Goals Report
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	—	—
– Basic	—	—
– Proficient } Goals Panel	—	—
– Advanced } Standard for Competence	—	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]‡		
– Algebra I	94%	91%
– Algebra II	65%	59%
– Calculus	6%	6%
– Biology	95+%	95+%
– Chemistry	48%	58%
– Physics	24%	27%
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	1	1
Number receiving grades of 3 or higher	<1	<1
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	2	2
Number receiving grades of 3 or higher	2	1

Goal 4: Science and Mathematics

	Baseline	1992 Goals Report
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	*	—
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	*	—
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	60%	—
– work with rulers, blocks, or geometric shapes at least once a week	37%	—
– write reports or do projects during the school year	55%	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	58%	—
– reasoning and analytic skills	45%	—
– communicating mathematics ideas	33%	—
c) who have computers available in their mathematics classroom	26%	—
d) who use calculators in mathematics class several times per week	60%	—

Goal 5: Adult Literacy and Lifelong Learning

	Baseline	1992 Goals Report
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	76%
b) voting	—	69%

Goal 6: Safe, Disciplined, and Drug-free Schools

	Baseline	1992 Goals Report
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	—	11%
– cocaine	—	3%
b) Having five or more drinks in a row during the past 30 days	—	38%
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	50%	—
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	40%	—
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	71%	—
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	49%	—
– students cutting class	36%	—

* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.
∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Nebraska

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	92%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	92%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	27%	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	34	38
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	22	26
Goal 4: Science and Mathematics No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	2%	—
– Verbal abuse of teachers	26%	—
– Robbery or theft	10%	—
– Vandalism of school property	15%	—

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* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.
∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Nebraska

Additional Important Information Related to the Goals and Objectives

	Baseline	1992 Goals Report
Goal 1: Readiness for School		
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	945	942
b) between 3.3 and 5.5 pounds	46	48
c) below 3.3 pounds	9	10
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	824	831
b) first prenatal care during the second trimester of pregnancy	144	137
c) first prenatal care during the third trimester of pregnancy or no prenatal care	32	32
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	3
Goal 2: High School Completion		
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	7%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	23%	—
– Basic	50%	—
– Proficient } Goals Panel	25%	—
– Advanced } Standard for Competence	2%	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]		
– Algebra I	75%	79%
– Algebra II	54%	56%
– Calculus	6%	14%
– Biology	95+%	95+%
– Chemistry	46%	52%
– Physics	21%	24%
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	1	1
Number receiving grades of 3 or higher	<1	<1
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	<1	<1
Number receiving grades of 3 or higher	<1	<1
Goal 4: Science and Mathematics		
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	*	—
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	*	—
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	46%	—
– work with rulers, blocks, or geometric shapes at least once a week	29%	—
– write reports or do projects during the school year	59%	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	51%	—
– reasoning and analytic skills	39%	—
– communicating mathematics ideas	31%	—
c) who have computers available in their mathematics classroom	17%	—
d) who use calculators in mathematics class several times per week	39%	—
Goal 5: Adult Literacy and Lifelong Learning		
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	72%
b) voting	—	65%
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	10%	10%
– cocaine	2%	2%
b) Having five or more drinks in a row during the past 30 days	37%	37%
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	41%	—
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	54%	—
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	71%	—
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	41%	—
– students cutting class	21%	—

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* Sample size too small to permit reliable estimate.

† Definition has changed since 1991 Goals Report.

ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.

‡ Interpret with caution. See technical note on page 310.

‡‡ Interpret with caution. See technical note on page 311.

Nevada

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	78%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	80%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	—	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	62	61
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	29	33
Goal 4: Science and Mathematics No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	7%	8%[ns]
– Verbal abuse of teachers	51%	41%[ns]
– Robbery or theft	40%	36%[ns]
– Vandalism of school property	44%	44%

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* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Nevada

Additional Important Information Related to the Goals and Objectives

Goal 1: Readiness for School

	Baseline	1992 Goals Report
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	925	928
b) between 3.3 and 5.5 pounds	63	60
c) below 3.3 pounds	12	12
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	720	710
b) first prenatal care during the second trimester of pregnancy	186	198
c) first prenatal care during the third trimester of pregnancy or no prenatal care	94	92
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	3

Goal 2: High School Completion

	Baseline	1992 Goals Report
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	15%

Goal 3: Student Achievement and Citizenship

	Baseline	1992 Goals Report
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	—	—
– Basic	—	—
– Proficient } Goals Panel	—	—
– Advanced } Standard for Competence	—	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]		
– Algebra I	90%	81%
– Algebra II	32%	44%
– Calculus	5%	5%
– Biology	65%	95+%
– Chemistry	33%	47%
– Physics	13%	18%
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	4	5
Number receiving grades of 3 or higher	3	3
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	1	1
Number receiving grades of 3 or higher	<1	1

Goal 4: Science and Mathematics

	Baseline	1992 Goals Report
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	*	*
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	*	*
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	—	—
– work with rulers, blocks, or geometric shapes at least once a week	—	—
– write reports or do projects during the school year	—	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	—	—
– reasoning and analytic skills	—	—
– communicating mathematics ideas	—	—
c) who have computers available in their mathematics classroom	—	—
d) who use calculators in mathematics class several times per week	—	—

Goal 5: Adult Literacy and Lifelong Learning

	Baseline	1992 Goals Report
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	58%
b) voting	—	50%

Goal 6: Safe, Disciplined, and Drug-free Schools

	Baseline	1992 Goals Report
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	50%	29%
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	35%	60%
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	56%	58%^{ns}
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	76%	72%^{ns}
– students cutting class	66%	44%

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* Sample size too small to permit reliable estimate.

† Definition has changed since 1991 Goals Report.

ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.

‡ Interpret with caution. See technical note on page 310.

‡‡ Interpret with caution. See technical note on page 311.

New Hampshire

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School		
No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	87%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	88%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	23%	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	63	73
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	45	53
Goal 4: Science and Mathematics		
No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning		
No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	0%	1%[ns]
– Verbal abuse of teachers	32%	33%[ns]
– Robbery or theft	5%	19%
– Vandalism of school property	30%	21%[ns]

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* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

New Hampshire

Additional Important Information Related to the Goals and Objectives

	Baseline	1992 Goals Report
Goal 1: Readiness for School		
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	952	949
b) between 3.3 and 5.5 pounds	40	41
c) below 3.3 pounds	8	10
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	841	846
b) first prenatal care during the second trimester of pregnancy	129	121
c) first prenatal care during the third trimester of pregnancy or no prenatal care	30	33
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	3
Goal 2: High School Completion		
1 Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	10%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	26%	—
– Basic	51%	—
– Proficient } Goals Panel	22%	—
– Advanced } Standard for Competence	1%	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]‡		
– Algebra I	—	—
– Algebra II	—	—
– Calculus	—	—
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	5	5
Number receiving grades of 3 or higher	4	4
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	1	1
Number receiving grades of 3 or higher	1	1
Goal 4: Science and Mathematics		
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	*	*
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	*	*
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	57%	—
– work with rulers, blocks, or geometric shapes at least once a week	31%	—
– write reports or do projects during the school year	74%	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	47%	—
– reasoning and analytic skills	45%	—
– communicating mathematics ideas	37%	—
c) who have computers available in their mathematics classroom	24%	—
d) who use calculators in mathematics class several times per week	38%	—
Goal 5: Adult Literacy and Lifelong Learning		
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	67%
b) voting	—	59%
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	14%	17%
– cocaine	3%	3%
b) Having five or more drinks in a row during the past 30 days	37%	34%
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	43%	32%[ns]
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	34%	43%[ns]
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	68%	74%[ns]
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	60%	58%[ns]
– students cutting class	37%	29%[ns]

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* Sample size too small to permit reliable estimate.

† Definition has changed since 1991 Goals Report.

ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.

‡ Interpret with caution. See technical note on page 310.

‡‡ Interpret with caution. See technical note on page 311.

New Jersey

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	86%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	88%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	23%	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	99	111
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	69	79
Goal 4: Science and Mathematics No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	8%	5%[ns]
– Verbal abuse of teachers	45%	40%[ns]
– Robbery or theft	30%	29%[ns]
– Vandalism of school property	42%	29%

* Sample size too small to permit reliable estimate.

† Definition has changed since 1991 Goals Report.

ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.

‡ Interpret with caution. See technical note on page 310.

‡‡ Interpret with caution. See technical note on page 311.

New Jersey

Additional Important Information Related to the Goals and Objectives

Goal 1: Readiness for School

	Baseline	1992 Goals Report
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	930	927
b) between 3.3 and 5.5 pounds	57	59
c) below 3.3 pounds	14	14
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	797	794
b) first prenatal care during the second trimester of pregnancy	148	131
c) first prenatal care during the third trimester of pregnancy or no prenatal care	54	76
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	5

Goal 2: High School Completion

	Baseline	1992 Goals Report
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	9%

Goal 3: Student Achievement and Citizenship

	Baseline	1992 Goals Report
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	34%	—
– Basic	43%	—
– Proficient } Goals Panel	21%	—
– Advanced } Standard for Competence	2%	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]‡		
– Algebra I	—	—
– Algebra II	—	—
– Calculus	—	—
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	10	11
Number receiving grades of 3 or higher	7	8
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	2	2
Number receiving grades of 3 or higher	1	2

Goal 4: Science and Mathematics

	Baseline	1992 Goals Report
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	88%	80%[ns]
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	76%	83%[ns]
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	44%	—
– work with rulers, blocks, or geometric shapes at least once a week	22%	—
– write reports or do projects during the school year	61%	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	55%	—
– reasoning and analytic skills	49%	—
– communicating mathematics ideas	49%	—
c) who have computers available in their mathematics classroom	19%	—
d) who use calculators in mathematics class several times per week	9%	—

Goal 5: Adult Literacy and Lifelong Learning

	Baseline	1992 Goals Report
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	72%
b) voting	—	64%

Goal 6: Safe, Disciplined, and Drug-free Schools

	Baseline	1992 Goals Report
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	—	12%
– cocaine	—	3%
b) Having five or more drinks in a row during the past 30 days	—	—
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	51%	36%
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	40%	57%
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	69%	69%
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	63%	57%[ns]
– students cutting class	43%	31%[ns]

* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.
∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

New Mexico

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	82%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	82%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	10%	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	61	68
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	36	38
Goal 4: Science and Mathematics No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	6%	5%ns
– Verbal abuse of teachers	42%	38%ns
– Robbery or theft	41%	28%ns
– Vandalism of school property	49%	43%ns

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* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

New Mexico

Additional Important Information Related to the Goals and Objectives

	Baseline	1992 Goals Report
Goal 1: Readiness for School		
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	928	930
b) between 3.3 and 5.5 pounds	63	61
c) below 3.3 pounds	10	9
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	549	574
b) first prenatal care during the second trimester of pregnancy	290	288
c) first prenatal care during the third trimester of pregnancy or no prenatal care	161	138
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	3
Goal 2: High School Completion		
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	11%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	50%	—
– Basic	40%	—
– Proficient } Goals Panel	10%	—
– Advanced } Standard for Competence	<1%	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]‡		
– Algebra I	95+%	95+%
– Algebra II	47%	52%
– Calculus	8%	8%
– Biology	95+%	95+%
– Chemistry	33%	44%
– Physics	15%	16%
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	6	6
Number receiving grades of 3 or higher	4	5
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	1	1
Number receiving grades of 3 or higher	1	1
Goal 4: Science and Mathematics		
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	*	49%
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	*	55%
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	51%	—
– work with rulers, blocks, or geometric shapes at least once a week	19%	—
– write reports or do projects during the school year	47%	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	53%	—
– reasoning and analytic skills	48%	—
– communicating mathematics ideas	40%	—
c) who have computers available in their mathematics classroom	12%	—
d) who use calculators in mathematics class several times per week	19%	—
Goal 5: Adult Literacy and Lifelong Learning		
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	69%
b) voting	—	58%
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	11%	18%
– cocaine	3%	3%
b) Having five or more drinks in a row during the past 30 days	45%	43%[ns]
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	43%	37%[ns]
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	43%	61%
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	64%	62%[ns]
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	65%	62%[ns]
– students cutting class	60%	56%[ns]

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* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
[ns] Interpret with caution. Change was not statistically significant.
∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

New York

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School		
No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	86%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	85%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	16%	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	127	138
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	81	90
Goal 4: Science and Mathematics		
No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning		
No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	8%	6%[ns]
– Verbal abuse of teachers	40%	40%
– Robbery or theft	21%	22%[ns]
– Vandalism of school property	35%	30%[ns]

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* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
[ns] Interpret with caution. Change was not statistically significant.
∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

New York

Additional Important Information Related to the Goals and Objectives

Goal 1: Readiness for School

	Baseline	1992 Goals Report
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	922	923
b) between 3.3 and 5.5 pounds	63	62
c) below 3.3 pounds	15	14
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	748	735
b) first prenatal care during the second trimester of pregnancy	183	184
c) first prenatal care during the third trimester of pregnancy or no prenatal care	69	81
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	4

Goal 2: High School Completion

	Baseline	1992 Goals Report
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	10%

Goal 3: Student Achievement and Citizenship

	Baseline	1992 Goals Report
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	42%	—
– Basic	42%	—
– Proficient } Goals Panel	15%	—
– Advanced } Standard for Competence	1%	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]		
– Algebra I	69%	83%
– Algebra II	46%	44%
– Calculus	12%	14%
– Biology	95+%	92%
– Chemistry	56%	64%
– Physics	28%	27%
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	13	14
Number receiving grades of 3 or higher	9	10
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	3	3
Number receiving grades of 3 or higher	2	2

Goal 4: Science and Mathematics

	Baseline	1992 Goals Report
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	84%	89%[ns]
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	76%	70%[ns]
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	31%	—
– work with rulers, blocks, or geometric shapes at least once a week	13%	—
– write reports or do projects during the school year	50%	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	49%	—
– reasoning and analytic skills	41%	—
– communicating mathematics ideas	37%	—
c) who have computers available in their mathematics classroom	10%	—
d) who use calculators in mathematics class several times per week	6%	—

Goal 5: Adult Literacy and Lifelong Learning

	Baseline	1992 Goals Report
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	67%
b) voting	—	60%

Goal 6: Safe, Disciplined, and Drug-free Schools

	Baseline	1992 Goals Report
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	16%	16%
– cocaine	2%	2%
b) Having five or more drinks in a row during the past 30 days	42%	36%
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	45%	36%
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	45%	52%
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	63%	67%[ns]
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	59%	62%[ns]
– students cutting class	46%	43%[ns]

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* Sample size too small to permit reliable estimate.

† Definition has changed since 1991 Goals Report.

ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.

‡ Interpret with caution. See technical note on page 310.

‡‡ Interpret with caution. See technical note on page 311.

North Carolina

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School		
No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	85%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	85%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	9%	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	74	88
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	46	54
Goal 4: Science and Mathematics		
No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning		
No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	3%	3%
– Verbal abuse of teachers	40%	37%[ns]
– Robbery or theft	27%	29%[ns]
– Vandalism of school property	36%	28%

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* Sample size too small to permit reliable estimate.

† Definition has changed since 1991 Goals Report.

[ns] Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.

‡ Interpret with caution. See technical note on page 310.

‡‡ Interpret with caution. See technical note on page 311.

North Carolina

Additional Important Information Related to the Goals and Objectives

Goal 1: Readiness for School

	Baseline	1992 Goals Report
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	920	919
b) between 3.3 and 5.5 pounds	65	64
c) below 3.3 pounds	16	17
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	757	757
b) first prenatal care during the second trimester of pregnancy	187	186
c) first prenatal care during the third trimester of pregnancy or no prenatal care	56	57
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	4

Goal 2: High School Completion

	Baseline	1992 Goals Report
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	13%

Goal 3: Student Achievement and Citizenship

	Baseline	1992 Goals Report
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	57%	—
– Basic	34%	—
– Proficient } Goals Panel	9%	—
– Advanced } Standard for Competence	<1%	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]‡		
– Algebra I	67%	86%
– Algebra II	51%	54%
– Calculus	8%	8%
– Biology	95+%	95+%
– Chemistry	47%	56%
– Physics	15%	16%
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	3	3
Number receiving grades of 3 or higher	2	2
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	1	1
Number receiving grades of 3 or higher	1	1

Goal 4: Science and Mathematics

	Baseline	1992 Goals Report
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	81%	91%[ns]
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	67%	79%[ns]
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	45%	—
– work with rulers, blocks, or geometric shapes at least once a week	29%	—
– write reports or do projects during the school year	66%	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	44%	—
– reasoning and analytic skills	46%	—
– communicating mathematics ideas	44%	—
c) who have computers available in their mathematics classroom	21%	—
d) who use calculators in mathematics class several times per week	15%	—

Goal 5: Adult Literacy and Lifelong Learning

	Baseline	1992 Goals Report
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	65%
b) voting	—	54%

Goal 6: Safe, Disciplined, and Drug-free Schools

	Baseline	1992 Goals Report
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	14%	—
– cocaine	2%	—
b) Having five or more drinks in a row during the past 30 days	41%	—
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	48%	37%
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	49%	61%
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	64%	67%[ns]
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	56%	56%
– students cutting class	40%	32%[ns]

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* Sample size too small to permit reliable estimate.

† Definition has changed since 1991 Goals Report.

[ns] Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.

‡ Interpret with caution. See technical note on page 310.

‡‡ Interpret with caution. See technical note on page 311.

North Dakota

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	95%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	94%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	31%	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	17	17
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	13	12
Goal 4: Science and Mathematics No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	1%	—
– Verbal abuse of teachers	21%	—
– Robbery or theft	10%	—
– Vandalism of school property	15%	—

* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

North Dakota

Additional Important Information Related to the Goals and Objectives

Goal 1: Readiness for School

	Baseline	1992 Goals Report
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	952	950
b) between 3.3 and 5.5 pounds	40	43
c) below 3.3 pounds	8	8
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	819	825
b) first prenatal care during the second trimester of pregnancy	152	141
c) first prenatal care during the third trimester of pregnancy or no prenatal care	28	34
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	4

Goal 2: High School Completion

	Baseline	1992 Goals Report
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	4%

Goal 3: Student Achievement and Citizenship

	Baseline	1992 Goals Report
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	15%	—
– Basic	54%	—
– Proficient } Goals Panel	29%	—
– Advanced } Standard for Competence	2%	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]		
– Algebra I	95+%	95+%
– Algebra II	64%	76%
– Calculus	3%	6%
– Biology	95+%	95+%
– Chemistry	54%	69%
– Physics	24%	28%
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	<1	<1
Number receiving grades of 3 or higher	<1	<1
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	<1	<1
Number receiving grades of 3 or higher	<1	<1

Goal 4: Science and Mathematics

	Baseline	1992 Goals Report
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	*	—
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	*	—
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	38%	—
– work with rulers, blocks, or geometric shapes at least once a week	21%	—
– write reports or do projects during the school year	46%	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	56%	—
– reasoning and analytic skills	33%	—
– communicating mathematics ideas	25%	—
c) who have computers available in their mathematics classroom	20%	—
d) who use calculators in mathematics class several times per week	43%	—

Goal 5: Adult Literacy and Lifelong Learning

	Baseline	1992 Goals Report
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	95%
b) voting	—	74%

Goal 6: Safe, Disciplined, and Drug-free Schools

	Baseline	1992 Goals Report
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	37%	—
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	59%	—
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	76%	—
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	37%	—
– students cutting class	22%	—

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* Sample size too small to permit reliable estimate.

† Definition has changed since 1991 Goals Report.

ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.

‡ Interpret with caution. See technical note on page 310.

‡‡ Interpret with caution. See technical note on page 311.

Ohio

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	87%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	87%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	16%	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	46	52
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	30	35
Goal 4: Science and Mathematics No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	5%	4%[ns]
– Verbal abuse of teachers	38%	37%[ns]
– Robbery or theft	20%	23%[ns]
– Vandalism of school property	30%	23%

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* Sample size too small to permit reliable estimate.

† Definition has changed since 1991 Goals Report.

[ns] Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.

‡ Interpret with caution. See technical note on page 310.

‡‡ Interpret with caution. See technical note on page 311.

Ohio

Additional Important Information Related to the Goals and Objectives

Goal 1: Readiness for School

	Baseline	1992 Goals Report
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	931	930
b) between 3.3 and 5.5 pounds	57	58
c) below 3.3 pounds	12	13
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	816	816
b) first prenatal care during the second trimester of pregnancy	146	144
c) first prenatal care during the third trimester of pregnancy or no prenatal care	38	41
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	3

Goal 2: High School Completion

	Baseline	1992 Goals Report
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	9%

Goal 3: Student Achievement and Citizenship

	Baseline	1992 Goals Report
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	40%	—
– Basic	44%	—
– Proficient } Goals Panel	15%	—
– Advanced } Standard for Competence	1%	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]‡		
– Algebra I	80%	84%
– Algebra II	47%	51%
– Calculus	8%	10%
– Biology	95+%	94%
– Chemistry	49%	55%
– Physics	20%	22%
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	3	4
Number receiving grades of 3 or higher	2	2
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	1	1
Number receiving grades of 3 or higher	1	1

Goal 4: Science and Mathematics

	Baseline	1992 Goals Report
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	79%	75%[ns]
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	74%	77%[ns]
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class : *		
– work in small groups at least once a week	37%	—
– work with rulers, blocks, or geometric shapes at least once a week	14%	—
– write reports or do projects during the school year	55%	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	50%	—
– reasoning and analytic skills	42%	—
– communicating mathematics ideas	36%	—
c) who have computers available in their mathematics classroom	20%	—
d) who use calculators in mathematics class several times per week	25%	—

Goal 5: Adult Literacy and Lifelong Learning

	Baseline	1992 Goals Report
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	70%
b) voting	—	63%

Goal 6: Safe, Disciplined, and Drug-free Schools

	Baseline	1992 Goals Report
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	42%	33%
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	49%	58%
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	64%	72%
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	49%	57%
– students cutting class	25%	27%[ns]

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* Sample size too small to permit reliable estimate.

† Definition has changed since 1991 Goals Report.

ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.

‡ Interpret with caution. See technical note on page 310.

‡‡ Interpret with caution. See technical note on page 311.

Oklahoma

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	86%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	85%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	13%	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	32	37
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	19	24
Goal 4: Science and Mathematics No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	2%	—
– Verbal abuse of teachers	27%	—
– Robbery or theft	25%	—
– Vandalism of school property	36%	—

* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.
∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Oklahoma

Additional Important Information Related to the Goals and Objectives

	Baseline	1992 Goals Report
Goal 1: Readiness for School		
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	935	935
b) between 3.3 and 5.5 pounds	55	54
c) below 3.3 pounds	10	11
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	736	724
b) first prenatal care during the second trimester of pregnancy	201	212
c) first prenatal care during the third trimester of pregnancy or no prenatal care	63	64
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	4
Goal 2: High School Completion		
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	10%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	40%	—
– Basic	47%	—
– Proficient } Goals Panel	13%	—
– Advanced } Standard for Competence	<1%	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]		
– Algebra I	95+%	95+%
– Algebra II	60%	61%
– Calculus	8%	9%
– Biology	93%	95+%
– Chemistry	37%	38%
– Physics	10%	10%
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	1	1
Number receiving grades of 3 or higher	1	1
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	<1	1
Number receiving grades of 3 or higher	<1	1
Goal 4: Science and Mathematics		
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	81%	—

	Baseline	1992 Goals Report
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	73%	—
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	44%	—
– work with rulers, blocks, or geometric shapes at least once a week	18%	—
– write reports or do projects during the school year	47%	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	55%	—
– reasoning and analytic skills	41%	—
– communicating mathematics ideas	40%	—
c) who have computers available in their mathematics classroom	13%	—
d) who use calculators in mathematics class several times per week	17%	—
Goal 5: Adult Literacy and Lifelong Learning		
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	66%
b) voting	—	57%
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	14%	—
– cocaine	3%	—
b) Having five or more drinks in a row during the past 30 days	47%	—
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	43%	—
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	57%	—
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	68%	—
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	49%	—
– students cutting class	32%	—

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* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.
∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Oregon

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School		
No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	83%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	84%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	23%	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	53	58
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	35	38
Goal 4: Science and Mathematics		
No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning		
No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	3%	2%[ns]
– Verbal abuse of teachers	27%	26%[ns]
– Robbery or theft	29%	25%[ns]
– Vandalism of school property	39%	29%[ns]

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* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Oregon

Additional Important Information Related to the Goals and Objectives

	Baseline	1992 Goals Report
Goal 1: Readiness for School		
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	948	948
b) between 3.3 and 5.5 pounds	45	43
c) below 3.3 pounds	8	9
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	739	751
b) first prenatal care during the second trimester of pregnancy	198	194
c) first prenatal care during the third trimester of pregnancy or no prenatal care	64	55
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	2
Goal 2: High School Completion		
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	11%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	30%	—
– Basic	47%	—
– Proficient } Goals Panel	22%	—
– Advanced } Standard for Competence	1%	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]‡		
– Algebra I	—	81%
– Algebra II	—	46%
– Calculus	—	10%
– Biology	—	84%
– Chemistry	—	43%
– Physics	—	22%
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	3	3
Number receiving grades of 3 or higher	2	2
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	<1	<1
Number receiving grades of 3 or higher	<1	<1
Goal 4: Science and Mathematics		
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	*	90%
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	51%	58%[ns]
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	70%	—
– work with rulers, blocks, or geometric shapes at least once a week	36%	—
– write reports or do projects during the school year	45%	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	43%	—
– reasoning and analytic skills	49%	—
– communicating mathematics ideas	36%	—
c) who have computers available in their mathematics classroom	23%	—
d) who use calculators in mathematics class several times per week	53%	—
Goal 5: Adult Literacy and Lifelong Learning		
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	73%
b) voting	—	65%
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	14%	13%
– cocaine	3%	2%
b) Having five or more drinks in a row during the past 30 days	31%	31%
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	44%	35%
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	44%	54%[ns]
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	69%	68%[ns]
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	53%	52%[ns]
– students cutting class	47%	44%[ns]

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* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.
∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Pennsylvania

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School		
No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	89%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	88%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	19%	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	60	66
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	38	43
Goal 4: Science and Mathematics		
No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning		
No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	5%	2%
– Verbal abuse of teachers	36%	29%
– Robbery or theft	20%	17%[ns]
– Vandalism of school property	33%	23%

* Sample size too small to permit reliable estimate.

† Definition has changed since 1991 Goals Report.

ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.

‡ Interpret with caution. See technical note on page 310.

‡‡ Interpret with caution. See technical note on page 311.

Pennsylvania

Additional Important Information Related to the Goals and Objectives

Goal 1: Readiness for School

	Baseline	1992 Goals Report
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	931	929
b) between 3.3 and 5.5 pounds	56	57
c) below 3.3 pounds	13	13
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	789	790
b) first prenatal care during the second trimester of pregnancy	153	152
c) first prenatal care during the third trimester of pregnancy or no prenatal care	57	58
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	4

Goal 2: High School Completion

	Baseline	1992 Goals Report
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	9%

Goal 3: Student Achievement and Citizenship

	Baseline	1992 Goals Report
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	36%	—
– Basic	45%	—
– Proficient } Goals Panel Standard for Competence	18%	—
– Advanced } Goals Panel Standard for Competence	1%	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]		
– Algebra I	88%	86%
– Algebra II	57%	59%
– Calculus	16%	19%
– Biology	95+%	91%
– Chemistry	56%	61%
– Physics	29%	30%
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	4	4
Number receiving grades of 3 or higher	2	2
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	1	1
Number receiving grades of 3 or higher	<1	<1

Goal 4: Science and Mathematics

	Baseline	1992 Goals Report
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	89%	83%^{ns}
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	91%	83%^{ns}
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	33%	—
– work with rulers, blocks, or geometric shapes at least once a week	11%	—
– write reports or do projects during the school year	39%	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	48%	—
– reasoning and analytic skills	48%	—
– communicating mathematics ideas	43%	—
c) who have computers available in their mathematics classroom	15%	—
d) who use calculators in mathematics class several times per week	18%	—

Goal 5: Adult Literacy and Lifelong Learning

	Baseline	1992 Goals Report
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	64%
b) voting	—	56%

Goal 6: Safe, Disciplined, and Drug-free Schools

	Baseline	1992 Goals Report
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	12%	11%
– cocaine	2%	3%
b) Having five or more drinks in a row during the past 30 days	33%	29%
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	43%	33%
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	49%	65%
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	62%	65%^{ns}
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	57%	55%^{ns}
– students cutting class	25%	22%^{ns}

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* Sample size too small to permit reliable estimate.

† Definition has changed since 1991 Goals Report.

ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.

‡ Interpret with caution. See technical note on page 310.

‡‡ Interpret with caution. See technical note on page 311.

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Rhode Island

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	87%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	85%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	15%	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	73	74
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	50	52
Goal 4: Science and Mathematics No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	0%	2%[ns]
– Verbal abuse of teachers	31%	43%[ns]
– Robbery or theft	8%	16%[ns]
– Vandalism of school property	32%	41%[ns]

* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
[ns] Interpret with caution. Change was not statistically significant.
∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Rhode Island

Additional Important Information Related to the Goals and Objectives

	Baseline	1992 Goals Report
Goal 1: Readiness for School		
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	940	938
b) between 3.3 and 5.5 pounds	50	50
c) below 3.3 pounds	10	12
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	840	841
b) first prenatal care during the second trimester of pregnancy	130	129
c) first prenatal care during the third trimester of pregnancy or no prenatal care	30	30
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	4
Goal 2: High School Completion		
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	13%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	45%	—
– Basic	40%	—
– Proficient } Goals Panel	14%	—
– Advanced } Standard for Competence	1%	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]‡		
– Algebra I	—	—
– Algebra II	—	—
– Calculus	—	—
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	5	6
Number receiving grades of 3 or higher	4	4
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	1	2
Number receiving grades of 3 or higher	1	1
Goal 4: Science and Mathematics		
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	*	*

	Baseline	1992 Goals Report
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	*	*
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	27%	—
– work with rulers, blocks, or geometric shapes at least once a week	14%	—
– write reports or do projects during the school year	37%	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	43%	—
– reasoning and analytic skills	43%	—
– communicating mathematics ideas	37%	—
c) who have computers available in their mathematics classroom	16%	—
d) who use calculators in mathematics class several times per week	17%	—
Goal 5: Adult Literacy and Lifelong Learning		
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	73%
b) voting	—	64%
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	27%	52%
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	63%	49%[ns]
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	81%	65%
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	53%	74%[ns]
– students cutting class	43%	35%[ns]

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* Sample size too small to permit reliable estimate.

† Definition has changed since 1991 Goals Report.

ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.

‡ Interpret with caution. See technical note on page 310.

‡‡ Interpret with caution. See technical note on page 311.

South Carolina

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	84%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	83%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	—	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]	115	125
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	62	69
Goal 4: Science and Mathematics No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	3%	4%[ns]
– Verbal abuse of teachers	34%	36%[ns]
– Robbery or theft	22%	26%[ns]
– Vandalism of school property	33%	28%[ns]

* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

South Carolina

Additional Important Information Related to the Goals and Objectives

Goal 1: Readiness for School

	Baseline	1992 Goals Report
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	910	908
b) between 3.3 and 5.5 pounds	73	74
c) below 3.3 pounds	17	18
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	647	673
b) first prenatal care during the second trimester of pregnancy	252	239
c) first prenatal care during the third trimester of pregnancy or no prenatal care	101	89
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	5

Goal 2: High School Completion

	Baseline	1992 Goals Report
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	12%

Goal 3: Student Achievement and Citizenship

	Baseline	1992 Goals Report
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	—	—
– Basic	—	—
– Proficient } Goals Panel	—	—
– Advanced } Standard for Competence	—	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]		
– Algebra I	69%	76%
– Algebra II	55%	54%
– Calculus	7%	9%
– Biology	95+%	95+%
– Chemistry	51%	59%
– Physics	16%	17%
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	3	3
Number receiving grades of 3 or higher	1	1
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	4	4
Number receiving grades of 3 or higher	3	3

Goal 4: Science and Mathematics

	Baseline	1992 Goals Report
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	*	78%
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	71%	80%ns
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	—	—
– work with rulers, blocks, or geometric shapes at least once a week	—	—
– write reports or do projects during the school year	—	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	—	—
– reasoning and analytic skills	—	—
– communicating mathematics ideas	—	—
c) who have computers available in their mathematics classroom	—	—
d) who use calculators in mathematics class several times per week	—	—

Goal 5: Adult Literacy and Lifelong Learning

	Baseline	1992 Goals Report
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	61%
b) voting	—	50%

Goal 6: Safe, Disciplined, and Drug-free Schools

	Baseline	1992 Goals Report
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	12%	12%
– cocaine	2%	2%
b) Having five or more drinks in a row during the past 30 days	35%	27%
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	35%	35%
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	55%	62%ns
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	62%	63%ns
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	54%	60%ns
– students cutting class	32%	31%ns

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* Sample size too small to permit reliable estimate.

† Definition has changed since 1991 Goals Report.

ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.

‡ Interpret with caution. See technical note on page 310.

‡‡ Interpret with caution. See technical note on page 311.

South Dakota

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	91%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	91%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	—	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	17	17
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	8	10
Goal 4: Science and Mathematics No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	1%	—
– Verbal abuse of teachers	21%	—
– Robbery or theft	15%	—
– Vandalism of school property	18%	—

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* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.
∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

South Dakota

Additional Important Information Related to the Goals and Objectives

	Baseline	1992 Goals Report
Goal 1: Readiness for School		
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	953	946
b) between 3.3 and 5.5 pounds	38	45
c) below 3.3 pounds	9	8
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	766	780
b) first prenatal care during the second trimester of pregnancy	176	171
c) first prenatal care during the third trimester of pregnancy or no prenatal care	58	50
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	6
Goal 2: High School Completion		
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	7%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	—	—
– Basic	—	—
– Proficient } Goals Panel {	—	—
– Advanced } Standard for Competence {	—	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]‡		
– Algebra I	—	—
– Algebra II	—	—
– Calculus	—	—
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	<1	<1
Number receiving grades of 3 or higher	<1	<1
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	<1	<1
Number receiving grades of 3 or higher	<1	<1
Goal 4: Science and Mathematics		
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	*	—

	Baseline	1992 Goals Report
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	*	—
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	—	—
– work with rulers, blocks, or geometric shapes at least once a week	—	—
– write reports or do projects during the school year	—	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	—	—
– reasoning and analytic skills	—	—
– communicating mathematics ideas	—	—
c) who have computers available in their mathematics classroom	—	—
d) who use calculators in mathematics class several times per week	—	—
Goal 5: Adult Literacy and Lifelong Learning		
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	80%
b) voting	—	72%
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	12%	10%[ns]
– cocaine	2%	2%
b) Having five or more drinks in a row during the past 30 days	42%	41%[ns]
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	31%	—
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	57%	—
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	74%	—
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	37%	—
– students cutting class	18%	—

* Sample size too small to permit reliable estimate.

† Definition has changed since 1991 Goals Report.

ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.

‡ Interpret with caution. See technical note on page 310.

‡‡ Interpret with caution. See technical note on page 311.

Tennessee

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	81%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	81%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	—	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	60	64
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	37	42
Goal 4: Science and Mathematics No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	1%	4%[ns]
– Verbal abuse of teachers	21%	31%
– Robbery or theft	18%	20%[ns]
– Vandalism of school property	27%	26%[ns]

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* Sample size too small to permit reliable estimate.

† Definition has changed since 1991 Goals Report.

[ns] Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.

‡ Interpret with caution. See technical note on page 310.

‡‡ Interpret with caution. See technical note on page 311.

Tennessee

Additional Important Information Related to the Goals and Objectives

Goal 1: Readiness for School

	Baseline	1992 Goals Report
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	921	918
b) between 3.3 and 5.5 pounds	65	67
c) below 3.3 pounds	14	16
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	755	764
b) first prenatal care during the second trimester of pregnancy	193	187
c) first prenatal care during the third trimester of pregnancy or no prenatal care	52	49
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	4

Goal 2: High School Completion

	Baseline	1992 Goals Report
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	14%

Goal 3: Student Achievement and Citizenship

	Baseline	1992 Goals Report
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	—	—
– Basic	—	—
– Proficient } Goals Panel	—	—
– Advanced } Standard for Competence	—	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]‡		
– Algebra I	79%	—
– Algebra II	54%	—
– Calculus	4%	—
– Biology	88%	—
– Chemistry	42%	—
– Physics	11%	—
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	2	2
Number receiving grades of 3 or higher	1	1
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	2	2
Number receiving grades of 3 or higher	2	2

Goal 4: Science and Mathematics

	Baseline	1992 Goals Report
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	53%	58%[ns]
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	61%	53%[ns]
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	—	—
– work with rulers, blocks, or geometric shapes at least once a week	—	—
– write reports or do projects during the school year	—	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	—	—
– reasoning and analytic skills	—	—
– communicating mathematics ideas	—	—
c) who have computers available in their mathematics classroom	—	—
d) who use calculators in mathematics class several times per week	—	—

Goal 5: Adult Literacy and Lifelong Learning

	Baseline	1992 Goals Report
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	66%
b) voting	—	52%

Goal 6: Safe, Disciplined, and Drug-free Schools

	Baseline	1992 Goals Report
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	15%	14%
– cocaine	3%	2%
b) Having five or more drinks in a row during the past 30 days	31%	29%
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	44%	30%
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	49%	62%
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	65%	69%[ns]
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	54%	56%[ns]
– students cutting class	30%	29%[ns]

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* Sample size too small to permit reliable estimate.

† Definition has changed since 1991 Goals Report.

ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.

‡ Interpret with caution. See technical note on page 310.

‡‡ Interpret with caution. See technical note on page 311.

Texas

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	80%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	79%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	13%	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	41	44
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	27	30
Goal 4: Science and Mathematics No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	5%	5%
– Verbal abuse of teachers	30%	37%
– Robbery or theft	30%	33%[ns]
– Vandalism of school property	34%	34%

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* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.
∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Texas

Additional Important Information Related to the Goals and Objectives

	Baseline	1992 Goals Report
Goal 1: Readiness for School		
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	932	930
b) between 3.3 and 5.5 pounds	57	58
c) below 3.3 pounds	11	12
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	669	669
b) first prenatal care during the second trimester of pregnancy	216	218
c) first prenatal care during the third trimester of pregnancy or no prenatal care	115	113
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	3
Goal 2: High School Completion		
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	13%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	48%	—
– Basic	39%	—
– Proficient } Goals Panel	12%	—
– Advanced } Standard for Competence	1%	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]		
– Algebra I	82%	87%
– Algebra II	54%	66%
– Calculus	5%	7%
– Biology	95+%	95+%
– Chemistry	40%	50%
– Physics	12%	15%
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	3	4
Number receiving grades of 3 or higher	3	3
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	<1	1
Number receiving grades of 3 or higher	<1	<1
Goal 4: Science and Mathematics		
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	70%	64%[ns]

	Baseline	1992 Goals Report
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	64%	59%[ns]
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	39%	—
– work with rulers, blocks, or geometric shapes at least once a week	24%	—
– write reports or do projects during the school year	62%	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	52%	—
– reasoning and analytic skills	45%	—
– communicating mathematics ideas	42%	—
c) who have computers available in their mathematics classroom	13%	—
d) who use calculators in mathematics class several times per week	19%	—
Goal 5: Adult Literacy and Lifelong Learning		
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	71%
b) voting	—	58%
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	42%	36%[ns]
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	48%	56%
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	56%	57%[ns]
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	60%	61%[ns]
– students cutting class	44%	44%

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* Sample size too small to permit reliable estimate.

† Definition has changed since 1991 Goals Report.

[ns] Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.

‡ Interpret with caution. See technical note on page 310.

‡‡ Interpret with caution. See technical note on page 311.

Utah

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	87%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	90%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	—	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	161	173
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	114	124
Goal 4: Science and Mathematics No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	2%	2%
– Verbal abuse of teachers	29%	29%
– Robbery or theft	24%	27%^{ns}
– Vandalism of school property	36%	29%^{ns}

* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Utah

Additional Important Information Related to the Goals and Objectives

Goal 1: Readiness for School

	Baseline	1992 Goals Report
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	943	943
b) between 3.3 and 5.5 pounds	50	48
c) below 3.3 pounds	7	9
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	826	841
b) first prenatal care during the second trimester of pregnancy	146	131
c) first prenatal care during the third trimester of pregnancy or no prenatal care	28	27
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	3

Goal 2: High School Completion

	Baseline	1992 Goals Report
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	8%

Goal 3: Student Achievement and Citizenship

	Baseline	1992 Goals Report
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	—	—
– Basic	—	—
– Proficient } Goals Panel Standard for Competence	—	—
– Advanced } Goals Panel Standard for Competence	—	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]		
– Algebra I	82%	86%
– Algebra II	63%	68%
– Calculus	13%	14%
– Biology	80%	86%
– Chemistry	37%	41%
– Physics	20%	22%
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	5	4
Number receiving grades of 3 or higher	3	3
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	10	12
Number receiving grades of 3 or higher	9	11

Goal 4: Science and Mathematics

	Baseline	1992 Goals Report
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	*	76%
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	*	65%
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	—	—
– work with rulers, blocks, or geometric shapes at least once a week	—	—
– write reports or do projects during the school year	—	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	—	—
– reasoning and analytic skills	—	—
– communicating mathematics ideas	—	—
c) who have computers available in their mathematics classroom	—	—
d) who use calculators in mathematics class several times per week	—	—

Goal 5: Adult Literacy and Lifelong Learning

	Baseline	1992 Goals Report
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	78%
b) voting	—	72%

Goal 6: Safe, Disciplined, and Drug-free Schools

	Baseline	1992 Goals Report
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	8%	9%ns
– cocaine	2%	2%
b) Having five or more drinks in a row during the past 30 days	19%	17%ns
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	50%	33%
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	56%	66%
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	71%	74%ns
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	73%	69%ns
– students cutting class	62%	50%

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* Sample size too small to permit reliable estimate.

† Definition has changed since 1991 Goals Report.

ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.

‡ Interpret with caution. See technical note on page 310.

‡‡ Interpret with caution. See technical note on page 311.

Vermont

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	90%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	88%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	—	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	70	76
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	46	50
Goal 4: Science and Mathematics No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	3%	2%[ns]
– Verbal abuse of teachers	23%	21%[ns]
– Robbery or theft	17%	15%[ns]
– Vandalism of school property	37%	16%

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* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
[ns] Interpret with caution. Change was not statistically significant.
∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Vermont

Additional Important Information Related to the Goals and Objectives

	Baseline	1992 Goals Report
Goal 1: Readiness for School		
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	950	945
b) between 3.3 and 5.5 pounds	43	47
c) below 3.3 pounds	7	8
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	806	810
b) first prenatal care during the second trimester of pregnancy	156	156
c) first prenatal care during the third trimester of pregnancy or no prenatal care	37	35
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	4
Goal 2: High School Completion		
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	9%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	—	—
– Basic	—	—
– Proficient } Goals Panel	—	—
– Advanced } Standard for Competence	—	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]‡		
– Algebra I	—	—
– Algebra II	—	—
– Calculus	—	—
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	7	5
Number receiving grades of 3 or higher	4	3
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	2	1
Number receiving grades of 3 or higher	1	<1
Goal 4: Science and Mathematics		
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	*	*
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	*	*
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	—	—
– work with rulers, blocks, or geometric shapes at least once a week	—	—
– write reports or do projects during the school year	—	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	—	—
– reasoning and analytic skills	—	—
– communicating mathematics ideas	—	—
c) who have computers available in their mathematics classroom	—	—
d) who use calculators in mathematics class several times per week	—	—
Goal 5: Adult Literacy and Lifelong Learning		
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	79%
b) voting	—	65%
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	30%	25%[ns]
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	41%	56%[ns]
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	79%	75%[ns]
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	48%	44%[ns]
– students cutting class	30%	15%[ns]

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* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.
∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Virginia

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School		
No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	86%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	86%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	19%	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	113	119
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	74	79
Goal 4: Science and Mathematics		
No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning		
No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	4%	2%
– Verbal abuse of teachers	36%	37%[ns]
– Robbery or theft	20%	22%[ns]
– Vandalism of school property	30%	20%

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* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Virginia

Additional Important Information Related to the Goals and Objectives

Goal 1: Readiness for School

	Baseline	1992 Goals Report
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	930	929
b) between 3.3 and 5.5 pounds	57	57
c) below 3.3 pounds	13	14
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	807	796
b) first prenatal care during the second trimester of pregnancy	151	157
c) first prenatal care during the third trimester of pregnancy or no prenatal care	42	47
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	4

Goal 2: High School Completion

	Baseline	1992 Goals Report
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	10%

Goal 3: Student Achievement and Citizenship

	Baseline	1992 Goals Report
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	42%	—
– Basic	39%	—
– Proficient } Goals Panel	17%	—
– Advanced } Standard for Competence	2%	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]		
– Algebra I	81%	90%
– Algebra II	55%	58%
– Calculus	11%	22%
– Biology	95+%	95+%
– Chemistry	57%	59%
– Physics	23%	25%
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	12	13
Number receiving grades of 3 or higher	8	9
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	3	4
Number receiving grades of 3 or higher	2	3

Goal 4: Science and Mathematics

	Baseline	1992 Goals Report
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	89%	81%[ns]
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	73%	67%[ns]
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	48%	—
– work with rulers, blocks, or geometric shapes at least once a week	21%	—
– write reports or do projects during the school year	62%	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	52%	—
– reasoning and analytic skills	46%	—
– communicating mathematics ideas	46%	—
c) who have computers available in their mathematics classroom	19%	—
d) who use calculators in mathematics class several times per week	23%	—

Goal 5: Adult Literacy and Lifelong Learning

	Baseline	1992 Goals Report
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	69%
b) voting	—	60%

Goal 6: Safe, Disciplined, and Drug-free Schools

	Baseline	1992 Goals Report
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	43%	28%
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	41%	58%
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	59%	66%
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	60%	56%[ns]
– students cutting class	40%	32%[ns]

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* Sample size too small to permit reliable estimate.

† Definition has changed since 1991 Goals Report.

ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.

‡ Interpret with caution. See technical note on page 310.

‡‡ Interpret with caution. See technical note on page 311.

Washington

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	85%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	87%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	—	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	49	51
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	32	34
Goal 4: Science and Mathematics No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	2%	3%[ns]
– Verbal abuse of teachers	26%	31%[ns]
– Robbery or theft	28%	30%[ns]
– Vandalism of school property	40%	31%[ns]

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* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Washington

Additional Important Information Related to the Goals and Objectives

Goal 1: Readiness for School

	Baseline	1992 Goals Report
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	947	944
b) between 3.3 and 5.5 pounds	44	47
c) below 3.3 pounds	9	9
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	771	768
b) first prenatal care during the second trimester of pregnancy	179	177
c) first prenatal care during the third trimester of pregnancy or no prenatal care	50	55
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	4

Goal 2: High School Completion

	Baseline	1992 Goals Report
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	10%

Goal 3: Student Achievement and Citizenship

	Baseline	1992 Goals Report
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	—	—
– Basic	—	—
– Proficient } Goals Panel	—	—
– Advanced } Standard for Competence	—	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]‡		
– Algebra I	—	—
– Algebra II	—	—
– Calculus	—	—
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	3	3
Number receiving grades of 3 or higher	2	2
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	<1	<1
Number receiving grades of 3 or higher	<1	<1

Goal 4: Science and Mathematics

	Baseline	1992 Goals Report
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	70%	75%[ns]
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	60%	58%[ns]
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	—	—
– work with rulers, blocks, or geometric shapes at least once a week	—	—
– write reports or do projects during the school year	—	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	—	—
– reasoning and analytic skills	—	—
– communicating mathematics ideas	—	—
c) who have computers available in their mathematics classroom	—	—
d) who use calculators in mathematics class several times per week	—	—

Goal 5: Adult Literacy and Lifelong Learning

	Baseline	1992 Goals Report
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	71%
b) voting	—	64%

Goal 6: Safe, Disciplined, and Drug-free Schools

	Baseline	1992 Goals Report
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	47%	38%
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	54%	56%[ns]
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	69%	66%[ns]
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	57%	55%[ns]
– students cutting class	44%	41%[ns]

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* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.
∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

West Virginia

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	85%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	81%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	10%	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	42	49
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	19	22
Goal 4: Science and Mathematics No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	2%	1%[ns]
– Verbal abuse of teachers	35%	33%[ns]
– Robbery or theft	16%	18%[ns]
– Vandalism of school property	38%	30%[ns]

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* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.
∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

West Virginia

Additional Important Information Related to the Goals and Objectives

	Baseline	1992 Goals Report
Goal 1: Readiness for School		
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	936	934
b) between 3.3 and 5.5 pounds	53	55
c) below 3.3 pounds	11	11
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	712	737
b) first prenatal care during the second trimester of pregnancy	229	209
c) first prenatal care during the third trimester of pregnancy or no prenatal care	59	53
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	4
Goal 2: High School Completion		
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	11%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	51%	—
– Basic	39%	—
– Proficient } Goals Panel	10%	—
– Advanced } Standard for Competence	<1%	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]‡		
– Algebra I	73%	79%
– Algebra II	42%	49%
– Calculus	2%	4%
– Biology	95+%	95+%
– Chemistry	40%	44%
– Physics	11%	12%
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	1	<1
Number receiving grades of 3 or higher	<1	<1
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	1	1
Number receiving grades of 3 or higher	1	<1
Goal 4: Science and Mathematics		
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	*	78%

	Baseline	1992 Goals Report
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	*	78%
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	39%	—
– work with rulers, blocks, or geometric shapes at least once a week	19%	—
– write reports or do projects during the school year	45%	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	41%	—
– reasoning and analytic skills	44%	—
– communicating mathematics ideas	38%	—
c) who have computers available in their mathematics classroom	26%	—
d) who use calculators in mathematics class several times per week	17%	—
Goal 5: Adult Literacy and Lifelong Learning		
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	65%
b) voting	—	53%
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	17%	—
– cocaine	2%	—
b) Having five or more drinks in a row during the past 30 days	42%	—
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	45%	32%
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	47%	64%
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	64%	64%
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	52%	55%ns
– students cutting class	26%	24%ns

* Sample size too small to permit reliable estimate.

† Definition has changed since 1991 Goals Report.

ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.

‡ Interpret with caution. See technical note on page 310.

‡‡ Interpret with caution. See technical note on page 311.

Wisconsin

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School		
No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	90%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	90%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	25%	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	32	40
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	22	26
Goal 4: Science and Mathematics		
No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning		
No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	3%	—
– Verbal abuse of teachers	35%	—
– Robbery or theft	17%	—
– Vandalism of school property	22%	—

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* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.
∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Wisconsin

Additional Important Information Related to the Goals and Objectives

Goal 1: Readiness for School

	Baseline	1992 Goals Report
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	946	942
b) between 3.3 and 5.5 pounds	45	47
c) below 3.3 pounds	10	10
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	831	816
b) first prenatal care during the second trimester of pregnancy	136	146
c) first prenatal care during the third trimester of pregnancy or no prenatal care	33	37
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	5

Goal 2: High School Completion

	Baseline	1992 Goals Report
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	7%

Goal 3: Student Achievement and Citizenship

	Baseline	1992 Goals Report
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	25%	—
– Basic	50%	—
– Proficient } Goals Panel	24%	—
– Advanced } Standard for Competence	1%	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]‡		
– Algebra I	79%	95+%
– Algebra II	36%	61%
– Calculus	9%	23%
– Biology	95+%	95+%
– Chemistry	51%	62%
– Physics	25%	28%
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	2	2
Number receiving grades of 3 or higher	1	1
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	<1	<1
Number receiving grades of 3 or higher	<1	<1

Goal 4: Science and Mathematics

	Baseline	1992 Goals Report
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	84%	—
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	79%	—
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	43%	—
– work with rulers, blocks, or geometric shapes at least once a week	25%	—
– write reports or do projects during the school year	53%	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	48%	—
– reasoning and analytic skills	38%	—
– communicating mathematics ideas	24%	—
c) who have computers available in their mathematics classroom	21%	—
d) who use calculators in mathematics class several times per week	53%	—

Goal 5: Adult Literacy and Lifelong Learning

	Baseline	1992 Goals Report
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	86%
b) voting	—	71%

Goal 6: Safe, Disciplined, and Drug-free Schools

	Baseline	1992 Goals Report
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	10%	12%
– cocaine	1%	2%
b) Having five or more drinks in a row during the past 30 days	43%	35%
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	44%	—
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	46%	—
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	73%	—
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	44%	—
– students cutting class	32%	—

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* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.
∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Wyoming

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	90%
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	90%
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	20%	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	30	36
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	19	22
Goal 4: Science and Mathematics No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	3%	0%
– Verbal abuse of teachers	27%	22%[ns]
– Robbery or theft	17%	17%
– Vandalism of school property	22%	16%[ns]

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* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Wyoming

Additional Important Information Related to the Goals and Objectives

Goal 1: Readiness for School

	Baseline	1992 Goals Report
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	930	927
b) between 3.3 and 5.5 pounds	63	62
c) below 3.3 pounds	7	10
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	784	797
b) first prenatal care during the second trimester of pregnancy	169	164
c) first prenatal care during the third trimester of pregnancy or no prenatal care	46	39
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	5

Goal 2: High School Completion

	Baseline	1992 Goals Report
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	6%

Goal 3: Student Achievement and Citizenship

	Baseline	1992 Goals Report
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	26%	—
– Basic	54%	—
– Proficient } Goals Panel	19%	—
– Advanced } Standard for Competence	1%	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]‡		
– Algebra I	73%	95+%
– Algebra II	29%	59%
– Calculus	8%	16%
– Biology	86%	82%
– Chemistry	36%	37%
– Physics	16%	18%
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	<1	2
Number receiving grades of 3 or higher	<1	1
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	<1	<1
Number receiving grades of 3 or higher	<1	<1

Goal 4: Science and Mathematics

	Baseline	1992 Goals Report
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	*	80%
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	*	*
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	70%	—
– work with rulers, blocks, or geometric shapes at least once a week	32%	—
– write reports or do projects during the school year	39%	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	48%	—
– reasoning and analytic skills	37%	—
– communicating mathematics ideas	37%	—
c) who have computers available in their mathematics classroom	25%	—
d) who use calculators in mathematics class several times per week	49%	—

Goal 5: Adult Literacy and Lifelong Learning

	Baseline	1992 Goals Report
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	68%
b) voting	—	62%

Goal 6: Safe, Disciplined, and Drug-free Schools

	Baseline	1992 Goals Report
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	—	13%
– cocaine	—	3%
b) Having five or more drinks in a row during the past 30 days	—	36%
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	34%	28%ns
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	41%	59%
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	71%	74%
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	59%	44%
– students cutting class	46%	26%ns

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* Sample size too small to permit reliable estimate.

† Definition has changed since 1991 Goals Report.

ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.

‡ Interpret with caution. See technical note on page 310.

‡‡ Interpret with caution. See technical note on page 311.

American Samoa

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School		
No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	—
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	—
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	—	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	—	—
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	—	—
Goal 4: Science and Mathematics		
No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning		
No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	—	—
– Verbal abuse of teachers	—	—
– Robbery or theft	—	—
– Vandalism of school property	—	—

* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.
∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

American Samoa

Additional Important Information Related to the Goals and Objectives

Goal 1: Readiness for School

	Baseline	1992 Goals Report
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	—	—
b) between 3.3 and 5.5 pounds	—	—
c) below 3.3 pounds	—	—
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	—	—
b) first prenatal care during the second trimester of pregnancy	—	—
c) first prenatal care during the third trimester of pregnancy or no prenatal care	—	—
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	—

Goal 2: High School Completion

	Baseline	1992 Goals Report
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	—

Goal 3: Student Achievement and Citizenship

	Baseline	1992 Goals Report
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	—	—
– Basic	—	—
– Proficient } Goals Panel	—	—
– Advanced } Standard for Competence	—	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]‡		
– Algebra I	—	—
– Algebra II	—	—
– Calculus	—	—
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	—	—
Number receiving grades of 3 or higher	—	—
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	—	—
Number receiving grades of 3 or higher	—	—

Goal 4: Science and Mathematics

	Baseline	1992 Goals Report
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	—	—
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	—	—
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	—	—
– work with rulers, blocks, or geometric shapes at least once a week	—	—
– write reports or do projects during the school year	—	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	—	—
– reasoning and analytic skills	—	—
– communicating mathematics ideas	—	—
c) who have computers available in their mathematics classroom	—	—
d) who use calculators in mathematics class several times per week	—	—

Goal 5: Adult Literacy and Lifelong Learning

	Baseline	1992 Goals Report
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	—
b) voting	—	—

Goal 6: Safe, Disciplined, and Drug-free Schools

	Baseline	1992 Goals Report
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	—	—
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	—	—
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	—	—
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	—	—
– students cutting class	—	—

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* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.
∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

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Guam

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School		
No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	—
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	—
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	—	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	—	—
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	—	—
Goal 4: Science and Mathematics		
No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning		
No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	—	—
– Verbal abuse of teachers	—	—
– Robbery or theft	—	—
– Vandalism of school property	—	—

* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.
∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Guam

Additional Important Information Related to the Goals and Objectives

	Baseline	1992 Goals Report
Goal 1: Readiness for School		
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	926	922
b) between 3.3 and 5.5 pounds	65	69
c) below 3.3 pounds	9	9
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	541	731
b) first prenatal care during the second trimester of pregnancy	292	201
c) first prenatal care during the third trimester of pregnancy or no prenatal care	166	68
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	—
Goal 2: High School Completion		
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	—
Goal 3: Student Achievement and Citizenship		
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	—	—
– Basic	—	—
– Proficient } Goals Panel	—	—
– Advanced } Standard for Competence	—	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]‡		
– Algebra I	—	—
– Algebra II	—	—
– Calculus	—	—
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	—	—
Number receiving grades of 3 or higher	—	—
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	—	—
Number receiving grades of 3 or higher	—	—
Goal 4: Science and Mathematics		
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	—	—
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	—	—
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	33%	—
– work with rulers, blocks, or geometric shapes at least once a week	18%	—
– write reports or do projects during the school year	33%	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	37%	—
– reasoning and analytic skills	15%	—
– communicating mathematics ideas	19%	—
c) who have computers available in their mathematics classroom	23%	—
d) who use calculators in mathematics class several times per week	16%	—
Goal 5: Adult Literacy and Lifelong Learning		
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	—
b) voting	—	—
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	—	—
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	—	—
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	—	—
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	—	—
– students cutting class	—	—

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* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.
∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Northern Marianas

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	—
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	—
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	—	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	—	—
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	—	—
Goal 4: Science and Mathematics No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	—	—
– Verbal abuse of teachers	—	—
– Robbery or theft	—	—
– Vandalism of school property	—	—

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* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.
∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Northern Marianas

Additional Important Information Related to the Goals and Objectives

	Baseline	1992 Goals Report
Goal 1: Readiness for School		
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	—	—
b) between 3.3 and 5.5 pounds	—	—
c) below 3.3 pounds	—	—
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	—	—
b) first prenatal care during the second trimester of pregnancy	—	—
c) first prenatal care during the third trimester of pregnancy or no prenatal care	—	—
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	—
Goal 2: High School Completion		
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	—
Goal 3: Student Achievement and Citizenship		
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	—	—
– Basic	—	—
– Proficient } Goals Panel	—	—
– Advanced } Standard for Competence	—	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]‡		
– Algebra I	—	—
– Algebra II	—	—
– Calculus	—	—
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	—	—
Number receiving grades of 3 or higher	—	—
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	—	—
Number receiving grades of 3 or higher	—	—
Goal 4: Science and Mathematics		
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	—	—

	Baseline	1992 Goals Report
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	—	—
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class :		
– work in small groups at least once a week	—	—
– work with rulers, blocks, or geometric shapes at least once a week	—	—
– write reports or do projects during the school year	—	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	—	—
– reasoning and analytic skills	—	—
– communicating mathematics ideas	—	—
c) who have computers available in their mathematics classroom	—	—
d) who use calculators in mathematics class several times per week	—	—
Goal 5: Adult Literacy and Lifelong Learning		
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	—
b) voting	—	—
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	—	—
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	—	—
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	—	—
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	—	—
– students cutting class	—	—

* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.
∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Puerto Rico

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School		
No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	—
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	—
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	—	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	—	—
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	—	—
Goal 4: Science and Mathematics		
No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning		
No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	—	—
– Verbal abuse of teachers	—	—
– Robbery or theft	—	—
– Vandalism of school property	—	—

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* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Puerto Rico

Additional Important Information Related to the Goals and Objectives

Goal 1: Readiness for School

	Baseline	1992 Goals Report
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	912	910
b) between 3.3 and 5.5 pounds	78	78
c) below 3.3 pounds	10	12
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	712	693
b) first prenatal care during the second trimester of pregnancy	239	253
c) first prenatal care during the third trimester of pregnancy or no prenatal care	49	59
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	—

Goal 2: High School Completion

	Baseline	1992 Goals Report
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	—

Goal 3: Student Achievement and Citizenship

	Baseline	1992 Goals Report
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	—	—
– Basic	—	—
– Proficient } Goals Panel	—	—
– Advanced } Standard for Competence	—	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]‡		
– Algebra I	—	95+%
– Algebra II	—	38%
– Calculus	—	—
– Biology	—	84%
– Chemistry	—	61%
– Physics	—	35%
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	—	—
Number receiving grades of 3 or higher	—	—
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	—	—
Number receiving grades of 3 or higher	—	—

Goal 4: Science and Mathematics

	Baseline	1992 Goals Report
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	—	—
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	—	—
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class:		
– work in small groups at least once a week	—	—
– work with rulers, blocks, or geometric shapes at least once a week	—	—
– write reports or do projects during the school year	—	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	—	—
– reasoning and analytic skills	—	—
– communicating mathematics ideas	—	—
c) who have computers available in their mathematics classroom	—	—
d) who use calculators in mathematics class several times per week	—	—

Goal 5: Adult Literacy and Lifelong Learning

	Baseline	1992 Goals Report
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	—
b) voting	—	—

Goal 6: Safe, Disciplined, and Drug-free Schools

	Baseline	1992 Goals Report
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	—	4%
– cocaine	—	2%
b) Having five or more drinks in a row during the past 30 days	—	18%
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	—	—
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	—	—
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	—	—
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	—	—
– students cutting class	—	—

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* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.
∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Virgin Islands

Measuring Progress Toward the Goals

	Baseline	1992 Goals Report
Goal 1: Readiness for School		
No comparable state data currently available		
Goal 2: High School Completion		
1. Percentage of all 19- to 20-year-olds with a high school credential (1990)[1]	—	—
2. Percentage of all 23- to 24-year-olds with a high school credential (1990)[2]	—	—
Goal 3: Student Achievement and Citizenship		
1. Percentage of all 8th grade students who are competent in mathematics (1990)[3] ∞	—	—
2. Number of Advanced Placement examinations taken in the core subject areas (per 1,000 11th and 12th graders, 1991, 1992)[4]†	—	—
3. Number of Advanced Placement examinations taken in the core subject areas receiving a grade of 3 or higher (per 1,000 11th and 12th graders, 1991, 1992)[5]†	—	—
Goal 4: Science and Mathematics		
No comparable state data currently available		
Goal 5: Adult Literacy and Lifelong Learning		
No comparable state data currently available		
Goal 6: Safe, Disciplined, and Drug-free Schools		
1. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[6]†		
– Physical abuse of teachers	—	—
– Verbal abuse of teachers	—	—
– Robbery or theft	—	—
– Vandalism of school property	—	—

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* Sample size too small to permit reliable estimate.
† Definition has changed since 1991 Goals Report.
ns Interpret with caution. Change was not statistically significant.
∞ Interpret with caution. See explanation on page 311.
‡ Interpret with caution. See technical note on page 310.
‡‡ Interpret with caution. See technical note on page 311.

Virgin Islands

Additional Important Information Related to the Goals and Objectives

Goal 1: Readiness for School

	Baseline	1992 Goals Report
1. Number of births (per 1,000 in 1988, 1989):[7]		
a) at or above 5.5 pounds	917	919
b) between 3.3 and 5.5 pounds	65	68
c) below 3.3 pounds	18	13
2. Number of mothers (per 1,000 in 1988, 1989) receiving:[8]†		
a) first prenatal care during the first trimester of pregnancy	465	518
b) first prenatal care during the second trimester of pregnancy	383	337
c) first prenatal care during the third trimester of pregnancy or no prenatal care	152	145
3. Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds, 1991)[9]	—	—

Goal 2: High School Completion

	Baseline	1992 Goals Report
1. Percentage of all 16- to 19-year-olds without a high school credential (1990)[10]	—	—

Goal 3: Student Achievement and Citizenship

	Baseline	1992 Goals Report
1. Percentage of all public school 8th graders who scored at the following levels in mathematics achievement (1990):[11] ∞		
– Below Basic	—	—
– Basic	—	—
– Proficient } Goals Panel Standard for Competence	—	—
– Advanced } Goals Panel Standard for Competence	—	—
2. Estimated percentage of public high school students taking the following courses (1989, 1991):[12]‡		
– Algebra I	—	—
– Algebra II	—	—
– Calculus	—	—
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[13]	—	—
Number receiving grades of 3 or higher	—	—
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders, 1991, 1992)[14]	—	—
Number receiving grades of 3 or higher	—	—

Goal 4: Science and Mathematics

	Baseline	1992 Goals Report
1. Percentage of public high school science teachers who hold a degree in science or science education (1988, 1991)[15] †	—	—
2. Percentage of public high school mathematics teachers who hold a degree in mathematics or mathematics education (1988, 1991)[16]†	—	—
3. Percentage of public school 8th graders (1990):[17]		
a) who do these activities in mathematics class:		
– work in small groups at least once a week	53%	—
– work with rulers, blocks, or geometric shapes at least once a week	20%	—
– write reports or do projects during the school year	45%	—
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	47%	—
– reasoning and analytic skills	30%	—
– communicating mathematics ideas	36%	—
c) who have computers available in their mathematics classroom	1%	—
d) who use calculators in mathematics class several times per week	1%	—

Goal 5: Adult Literacy and Lifelong Learning

	Baseline	1992 Goals Report
1. Percentage of all U.S. citizens (1988):[18]		
a) registered to vote	—	—
b) voting	—	—

Goal 6: Safe, Disciplined, and Drug-free Schools

	Baseline	1992 Goals Report
1. Percentage of all high school students who reported (1990, 1991):[19]‡‡		
a) Using the following at least once during the past 30 days:		
– marijuana	—	5%
– cocaine	—	1%
b) Having five or more drinks in a row during the past 30 days	—	—
2. Percentage of public high school teachers agreeing with the following statements (1988, 1991):[20]†		
a) the level of student misbehavior in this school interferes with my teaching	—	—
b) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	—	—
3. Percentage of public high school teachers who reported that they have substantial or complete control disciplining students in their classrooms (1988, 1991)[21]†	—	—
4. Percentage of public high school teachers who reported that the following were moderate or serious problems in their schools (1988, 1991):[22]†		
– student tardiness	—	—
– students cutting class	—	—

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* Sample size too small to permit reliable estimate.

† Definition has changed since 1991 Goals Report.

ns Interpret with caution. Change was not statistically significant.

∞ Interpret with caution. See explanation on page 311.

‡ Interpret with caution. See technical note on page 310.

‡‡ Interpret with caution. See technical note on page 311.

Chapter 3:

Indicators for Future Reports

2000

1992

Indicators for Future Reports

The National Education Goals Panel continues to believe that the quality of information currently available to monitor progress on the National Education Goals is deficient. The Panel is therefore committed on an ongoing basis to soliciting expert advice and recommendations for new data collection and assessment strategies, weighing this advice, and providing leadership in recommending new initiatives and reforms when appropriate. The Panel has been extremely active this past year in reviewing such proposals and has taken several actions. As in the past, the Panel's goals are to fill voids in our current education information systems so that more complete and accurate information about our educational progress can be reported to national leaders, state and local officials, and the American people.

It should be emphasized that in seeking these data reforms, the Panel is not viewing improved measurement as an end in itself. Rather, it is committed to information that can be used as a tool to improve results, as well as to gauge where our efforts are falling short and where they are succeeding.

In its first Report, the Panel made a commitment to seek specific long-term data improvements in each Goal area. To meet this commitment, the Panel took the following actions in the past year:

Future Goal 1 Indicators:

Future Goals Reports will seek to include national- and state-level indicators of how well prepared children are to learn when they start school in terms of their physical, emotional, social, and intellectual development.

This past March, the Panel took an important first step in improving the national information base on readiness for school. Relying largely on the recommendations of our Goal 1 advisory groups and the positive reactions that their proposals engendered, the Panel concluded that initial work should proceed on the development of an Early Childhood Assessment System. Such a system would report regularly on the status of the nation's kindergarten students not only in terms of their cognition and general knowledge, but also their physical well-being and motor development, social and emotional maturity, approaches to learning, and language usage. It would collect data from multiple sources, such as teachers, parents, and the children themselves, at different times during the kindergarten year. And it would include information on young children's status before they begin formal schooling and when they first enter school.

The Panel has been coordinating its work in the early childhood area with the National Center for Education Statistics (NCES). The NCES is in the early stages of designing a longitudinal study of early childhood education that could be compatible with many of the elements of an Early Childhood Assessment System. The NCES is also cooperating with the Panel in developing a survey of kindergarten teachers that will provide some interim information about school readiness for use in the 1993 Goals Report.

Future Goal 2 Indicators:

Future Goals Reports will seek to include uniform and comparable state-level data on high school completion and dropout rates.

Substantial progress was made by the Goals Panel in meeting this commitment during 1992. This year's Goals Report includes uniform and comparable state-level data on high school completion and dropout rates from the 1990 Census. The Panel also expects that as early as next year it will be able to report annual dropout rate statistics for many states that are both uniform and comparable.

For the longer-term, the Panel endorsed the development of a Voluntary State/Local Student Record System at its March meeting. The system would use standard definitions of key student characteristics such as "high school completer" and "dropout" and would be able to track students who transfer from one school system to another. When fully in place, it would improve the accuracy of local school completion and dropout statistics. In addition, the system would enhance the decision-making abilities of local school officials by enabling them to use high quality and accurate data to monitor the progress of students who move through their school system.

Consistent with its own agenda as well as that of the Panel, the NCES is working with state departments of education and local school districts to develop a system of uniform student records. The Panel will be monitoring these efforts during the upcoming year.

Future Goal 3 Indicators:

Future Goals Reports will seek to include national- and state-level indicators of student achievement in English, mathematics, science, history, and geography that are tied to a set of common world-class educational standards.

Nothing is more central to the work of the National Education Goals Panel than the development of world-class standards of student achievement and a system of voluntary assessments that is aligned to them. To improve education in America, we must set ambitious standards of achievement that explicitly define what we expect all of our students to know and be able to do at different stages in their academic careers. And as these performance expectations are created, our examination systems must be redesigned to reflect them.

In January, the Panel endorsed the recommendation of the National Council on Education Standards and Testing to create a permanent National Education Standards and Assessments Council (NESAC). The NESAC, working in conjunction with the Goals Panel, would not develop standards and assessments itself. Rather, working in conjunction with the Goals Panel, it would coordinate the work of the diverse national standard-setting and assessment activities that are ongoing and that are expected in the future. In particular, the NESAC would establish criteria for judging national standards and assessments as "world class," and would apply these criteria to specific standards and assessments brought before it. A charter for the NESAC was adopted by the Panel in July, and the Council's membership and initial scope of work will be announced soon.

The Panel also passed a resolution regarding the future use of the National Assessment of Educational Progress (NAEP) as the primary source of national- and state-level data for measuring our progress in achieving Goal 3. The Panel recommended that future administrations of the NAEP be closely aligned with evolving national standards, that more frequent NAEP assessments be conducted at the state level, and that new assessments in citizenship/government, the arts, foreign languages, and economics be conducted at least once during this decade. The Panel has been working with the Congress, the Administration, NAEP's Governing Board, and the NCES to encourage the implementation of these recommendations.

Future Goal 4 Indicators:

Future Goals Reports will seek to include more current international comparisons of student achievement in science and mathematics.

This year's National Education Goals Report replaces the international achievement data from the 1980s with new data from the 1991 study conducted by the International Assessment of Educational Progress (IAEP). The Report includes data from the IAEP on our comparative educational performance as well as information on student and school characteristics in different countries.

In addition, the Panel is requesting advice from its Goal 4 Resource Group and officials from the National Academy of Sciences, the Mathematical Sciences Education Board, and the Board for International Comparative Studies in Education regarding possible improvements to future international assessments in mathematics and science. When the Goals were first formulated, the National Science Foundation and the NCES began planning for new international assessments in mathematics and science. These agencies are the prime sponsors of the Third International Mathematics and Science Study to be conducted later in this decade by the International Association for the Evaluation of Educational Achievement.

The Goals Panel has asked the Goal 4 Resource Group and their colleagues to review the current status of this and other international mathematics and science studies. The purpose of the reviews will be twofold. First, it is to determine whether these assessments are adequately aligned with national standard-setting activities currently taking place in mathematics and science. Second, the reviews will identify the types of useful lessons the proposed studies are likely to offer for the United States in improving mathematics and science instruction and promoting higher student achievement.

The Panel looks forward to receiving the report of the Goal 4 Resource Group and their expert advisors in the coming months. It encourages continued comparative international research and data gathering that will provide useful information for improving U.S. educational performance in science and mathematics.

Future Goal 5 Indicators:

Future Goals Reports will seek to include indicators of work-force skills and of college students' ability to think critically, communicate effectively, and solve problems.

In July, the Goals Panel commissioned and received a set of detailed recommendations for conducting international work-force comparisons and developing improved measures of collegiate attainment and performance. The Technical Planning Group on International Work-force Skills recommended to the Panel that the United States participate in a series of international studies in the next few years. The topics to be addressed would include basic literacy, occupation-specific skill levels, the opportunities available to develop these skills, and the relationship between work-force skills and economic productivity.

A special Task Force on Collegiate Assessment made nine specific recommendations to the Goals Panel. Building on the work already under way in the post-secondary education community and at the NCES, their recommendations include the adoption of a uniform format for reporting degree completion rates and a sample-based collegiate assessment system linked to the development of national standards for cognitive skills, higher-order thinking skills, and occupation-specific skills for students in post-secondary education programs.

In both the international work-force and collegiate assessment areas, these recommendations represent substantial new information collection and reporting initiatives. Their implementation would likely have a major impact on the operations of the Panel and on future education and training programs in the workplace and in our post-secondary institutions. In the coming months the Panel will be carefully reviewing these recommendations, seeking reactions to them from a broader community, and developing resolutions and action plans, as appropriate.

Future Goal 6 Indicators:

Future Goals Reports will seek to include comparable state-level indicators of drug use in school, students' perceptions of their safety in school, teachers' perceptions of student misconduct, and the incidence of class cutting and unexcused school absences.

In 1992, the Panel has coordinated the efforts of three major data collectors on Goal 6 so that more comprehensive and comparable information on safe, disciplined, and drug-free schools can appear in the near future. Beginning next year, new items will be added to surveys conducted by the University of Michigan ("Monitoring the Future"), the Centers for Disease Control ("Youth Risk Behavior Surveillance System"), and the NCES ("Schools and Staffing Survey"). The latter two surveys provide state-level data that can be compared directly with national-level estimates on such topics as drug use in schools, teacher victimization, and cutting classes.

In the coming year, the Panel, with the help of the Goal 6 Resource Group, will explore whether additional or refined indicators on the school environment are warranted for both state- and national-level reporting.

Conclusion

The Panel recognizes that the cost of implementing the whole series of data reforms discussed above would be substantial. However, it also believes that these efforts are important to the nation. In the coming year, the Panel will continue to seek the counsel of its Goal Resource Groups and other advisors regarding long-term data improvement needs and how they can be most effectively and efficiently met. It also intends to work cooperatively with federal data collection agencies in an effort to supplement and broaden current programs wherever possible, as well as to prioritize potentially expensive new data-gathering efforts.

Chapter 4:

The Federal Role In Meeting the National Education Goals

2000

1992

The Federal Role In Meeting the National Education Goals

If the nation is to enact educational reform and meet the Goals that it has set for itself, all sectors must play their parts and act in concert. This was affirmed with the initiation of the Goals process at the Charlottesville Education Summit. While acknowledging that states and localities are primarily responsible for providing the services that will help us meet the National Education Goals, the Governors and the President also recognized the critical role that the federal government must play.

Indeed, no role is potentially more important nor more varied than the federal government's, since it fulfills not one but many "roles." For example, the federal government *stimulates action* by targeting funds to certain groups of children or to certain problem areas, providing financial incentives, and funding demonstration projects. It *discovers and makes knowledge and information available* through research, development, and dissemination activities. It *provides services* such as technical assistance and consultation, summer institutes for teachers, funds for equipment, and Job Corps centers. It *regulates* by legally specifying behavior, establishing requirements, and enforcing accountability procedures. *It furnishes direct financial subsidies to students*, to promote access and equal educational opportunity among post-secondary students. And it *gives direction* in education through the persuasion and vision of its leaders.

The federal government also *indirectly influences* state and local programs in education by setting mandates for spending monies in designated areas. As the states face increasingly difficult fiscal situations, driven in part by federally mandated expenditures, difficult budgetary decisions are required, often meaning less new state money for education or even actual cuts. The President and the Governors at the 1989 Charlottesville Summit urged "...that Congress not impose new federal mandates that are unrelated to children but that require states to spend tax money that could otherwise go to education." The Goals Panel reaffirms its concern about such mandates.

As in the 1991 Goals Report, most of the roles described above are subsumed in this chapter's description of federal programs and activities related to the Goals. However, the focus of this year's chapter differs markedly from its 1991 version. Last year's chapter provided data for years 1989 (the year of the Charlottesville Summit), 1990, and 1991 focusing primarily on the federal role as defined by federal financial contributions toward meeting the National Education Goals. Broad school-level categories of preschool years (through kindergarten), school years (grades 1 through 12), and post-high school years were used both in text and tables to describe the federal financial contribution in meeting the National Education Goals. Funding levels for educational research and development also were reported, as were the importance of increased regulatory flexibility and the control of federal mandates to enhance educational reform. The result was a chapter that provided needed and extensive baseline program-level data, but little discussion of the context in which these federal roles play out.

This year's chapter, while emphasizing the federal financial role, places the federal contribution for a given activity in the context of contributions made by other entities. State illustrations are used to portray the relative contributions made by federal, state, local, and private entities to specific Goal-related activities and services. In addition, more extensive discussions of federal contributions and their funding trends since base-year 1989 are included. These discussions center on broad functional categories of federal programs such as: preparing young children and their parents for the school experience; providing support for services to at-risk populations; and providing financial assistance to students for post-secondary education.

The chapter also describes the federal role in educational research, dissemination, and statistics, and contains a discussion of regulatory reform and a separate section (Supporting Tables and Documentation) on the technical aspects and documentation of the reported financial data. Updates of the 1991 Federal Role chapter's tables are included with data from fiscal years 1989 (baseline), 1991, and 1992.

Finally, this year's chapter substitutes the term "before school years" in place of last year's "preschool years" in order to avoid confusing preschool as a program with preschool as the entire period preceding a child's entry into the first grade.

The Federal Financial Role

Introduction

The federal government funds a variety of programs and activities related to the National Education Goals. These programs and activities provide financial support for access, equity, and excellence in education as well as research, development, and dissemination activities. In fiscal year 1992, the federal government provided an estimated $75 billion for Goal-related activities, up $4.6 billion in constant dollars from 1991. (These figures include the cost of programs for training and education of military and related personnel — see Exhibits 118, 123, 124, and 125 at the end of this chapter. They do not, however, include tax expenditures, nor do they include non-federal funds, such as loan capital, generated by federal loan guarantee programs.)

The federal contribution must be put into perspective to appreciate its effect. States and localities bear the primary responsibility for providing educational services and restructuring the educational system to achieve the Education Goals. However, federally sponsored programs frequently target funds to the education of the most needy. These programs provide a considerable share of support for groups like the economically or educationally disadvantaged, the disabled, and limited English proficient students. Moreover, federal funds often act as incentives or "seed money" that lead to innovation at the school level. These types of federal activities, coupled with federal regulations that have further impact at state and district levels, define and illustrate the importance of the federal financial role.

No single state faithfully reflects national averages in terms of federal, state, and local contributions to Goals-related activities. There is a huge variation in state and local contributions, and federal funds expended by the states for elementary and secondary education in fiscal year 1991 ranged from about 3% of the elementary/secondary budget to about 12%. Thus, "typicality" is meaningless in describing the federal contribution because factors such as educational need and state and local priorities have such impact on both the level and type of funds made available.

In order to understand the federal contribution, one must understand the nature of the federal activity and how it relates to existing needs and efforts at state and local levels. In addition to raw numbers, therefore, what follows is an effort by the Goals Panel to put federal funding in context with state, local, and private funding. We do this by describing selected programs in the before school years (through kindergarten), school years (grades 1 through 12), and post-high school years and how the federal contribution fits in with state and local need and effort. Data from a "featured state" are used to depict the relationship between federal, state, and local Goal-related efforts for each broad grade-level category. The "featured state" figures are illustrative and do not reflect the experience of an actual state.

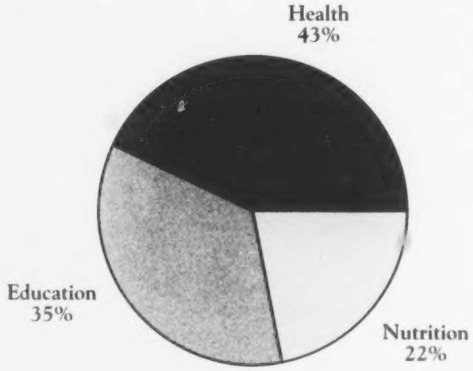
The Before School Years

At Charlottesville, the Governors and the President reiterated the federal government's role in promoting "national equity by helping poor children get off to a good start." We know that early childhood experiences such as participation in preschool programs, access to adequate health care, good nutrition, and parental involvement in learning can be important factors in ensuring that all children enter school ready to learn. The federal government's 1992 contribution to activities related to the goals in the years before a child enters the first grade is estimated at $17.7 billion. This resulted in constant dollar increases of $3 billion since 1991 and over $7 billion since 1989.

Most funds spent by the federal government for these before school years focus on preparing young children and their parents for the school experience, improving young children's health, and providing for

Exhibit 115

Allocation of 1992 resources from 15 largest federal before school years programs



Of $17.7 billion, the largest proportion of federal funding for before school years activities is spent on health-related services.

A Featured State Example - The Before School Years: Head Start

Total funds expended by the federal government for activities related to preparing children for school probably comprise a relatively small part of the spending for such services in any given state or locality. The federal monies are vital, however, because they constitute the major source of readiness support (outside the home) for children in low-income families. For example, in our featured state, preschool services are supported by a combination of federal, state, local, and private sources. Of the young children (3- to 5-year-olds) in the state who attend preschool, two out of three students attend privately funded programs, 18% are in state or locally funded programs, and the remaining 16% attend the federally funded Head Start Program.

Head Start, a U.S. Department of Health and Human Services program, is targeted to the lowest income students in the community. It is designed primarily for children aged three to five and their families and provides at-risk children with the early socialization and education they need to start elementary school on an equal footing with their more advantaged peers. Head Start services include cognitive and language development; medical, dental, and mental health services; and nutrition and social services. The state and locally funded programs of our featured state extend services to low-income children who are eligible for Head Start but who do not participate because of funding limitations or for other reasons.

The President and the Congress support providing all eligible children with the opportunity to participate in Head Start before starting school. The Head Start programs across the country enrolled 575,802 children in 1990. While we know that the number of income-eligible children for the program in this same year was 2,475,000, we have no data on how many of these children were served by state, local, and private programs.[1]

Thirty-five states fund preschool programs for children at-risk. Nine states use their own funds to expand or enhance Head Start programs. Because most Head Start programs are part-day, a number of communities use child care and state preschool funds to extend the program to a full day, so that children of working parents can participate.[2]

nutritional supplements if needed. Exhibit 115 illustrates the proportion of federal dollars devoted to each of these three general types of services/activities for FY 1992. The bulk of these funds (98%) comes from 15 large programs (see Exhibits 119 and 120 at the end of this chapter). Most of these programs are aimed specifically at the disadvantaged.

The School Years

In the aggregate, states and local governments currently pay for about 94% of the cost of elementary/secondary public instruction, with the federal government picking up the remaining 6%. (These proportions include funds expended for kindergarten. Kindergarten children made up less than 8% of total public school enrollment in academic year 1989-1990.) In 1979, a historic shift occurred when the state share of revenues rose above the local share for the first time.[3]

These national figures do not fully reflect the variety of spending patterns that exist among states for elementary/secondary education. Today, for example, state revenues account for more than half the total expenditures in 23 states, while local revenues constitute more than half of the total in 20 states. In fiscal year 1990, local revenue shares for elementary/secondary education ranged from 88.8% to 2.6% and the state share from 87.3% to 8.4%. Nor do these statistics portray the increases in expenditures in elementary/secondary education at all levels. Between 1989 and 1990 (the last year in which figures are available), the constant dollar increase in annual expenditures for the elementary/secondary years has risen $281 million at the federal level, $1.9 billion for all states, and $4.2 billion for all localities.[4]

While the federal share of revenues for public elementary and secondary schools has always been small, it has increased dramatically since the enactment of the Elementary and Secondary Education Act in 1965. By 1980, the federal share had reached a high of nearly 10 percent, but by 1988 it had decreased to its present level of about 6 percent.

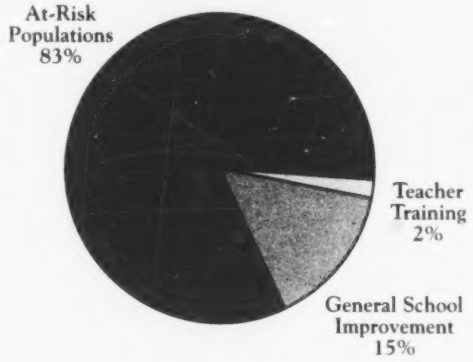
There have been increases in federal funding in recent years. However, because of high rates of inflation during the late 1970s and early 80s and constrained federal budgets and funding, federal funding for elementary and secondary education in constant dollars (i.e., adjusted for inflation) fell in the school years 1979-1980 through 1984-85. Beginning in the 1985-86 school year, federal funding in constant dollars began a period of incremental increases which have continued to the present.

Overall, viewed in constant dollars, revenues for public elementary and secondary schools from all levels of government increased by about $53 billion between 1971-72 and 1989-1990. Total federal revenues for elementary and secondary education education declined by a little over a billion dollars (in constant 1992 dollars) during that time; state and local investment increased by $54 billion (constant dollars).

Most federal funds for Goal-related school-years (grades 1 through 12) activities target those students in need of assistance because of economic disadvantage or risk of academic failure. Funds also are used to help states in their efforts to improve academic achievement and school completion. Additionally, the federal government provides financial assistance to state and local governments in educational areas critically important to our country's future, such as improving mathematics and science education and promoting drug-free schools. The federal contribution to Goal-related activities in the school years in 1992 was approximately $20.3 billion. This is about a $700 million increase over 1991 in constant dollars—

Exhibit 116

Allocation of 1992 resources from 18 largest federal school years (grades 1-12) programs



Of $20.3 billion, the largest proportion of federal funding for school-years (1-12) activities is spent on at-risk populations.

A Featured State Example - The School Years: Chapter 1

The proportion of the public school (grades 1-12) budget derived from state, local, federal, and other sources for a given state varies, but in our featured state 57% comes from local property taxes, 38% from state revenues, and about 5% from the federal government. Again, the federal contribution is relatively small, but it is the targeting of these funds that make them so critical.

As Exhibit 116 illustrates, the lion's share of the federal monies for Goal-related activities in the school years goes to programs for children at-risk (the disadvantaged, the disabled, dropouts, etc.). Of these programs, far and away the largest is the United States Department of Education's Chapter 1 program. Chapter 1, a compensatory education program, provides financial assistance to school districts to meet the special needs of educationally deprived children who live in areas with high concentrations of children from low-income families. Of the total federal funding for the elementary/secondary system in our featured state, about a third comes from the federally sponsored Chapter 1 program. The way that these funds are spent within the state is determined by local needs, although most Chapter 1 programs focus on basic skills in reading, mathematics, and the language arts and must be used to supplement basic education provided to eligible children. Priority is given to those below-grade-level children judged "most in need." Ninety-six percent of the districts in the featured state operate Chapter 1 programs. The majority of these projects are small, serving under 100 children each.

The state also provides funding for its own compensatory education program that extends services to children eligible for Chapter 1 funds or for other reasons. These state compensatory education funds comprise 1.4% of the state's total elementary/secondary expenditures.

All 50 states, Puerto Rico, the District of Columbia, and Bureau of Indian Affairs schools have Chapter 1 programs. Together they served over five million children in grades 1 to 12 in school year 1990-1991. In addition, 19 states fund their own Chapter 1-like compensatory education programs.[5]

up nearly $3 billion since 1989, the year of the Charlottesville Education Summit (see Exhibit 118).

Most federal programs either support services to at-risk populations, general school improvement and education, or teacher training. Exhibit 116 illustrates the proportion of federal dollars devoted to each of these general categories for the 18 largest programs funded in 1992. These programs, although only a few out of over 170 programs identified by 17 federal agencies, account for over 92% of the estimated 1992 federal dollars for Goal-related school years activities. (These figures include U.S. Department of Agriculture nutrition programs as well as U.S. Department of Defense-supported schools — classroom instruction. See Exhibits 121 and 122 at the end of this chapter.)

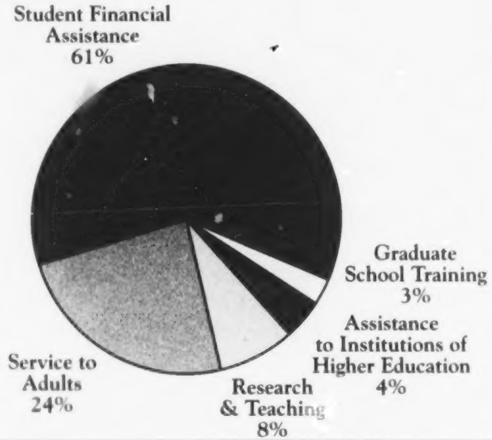
The Post-High School Years

Goal 5 of the National Education Goals focuses on increasing the rate of adult literacy, improving the preparation of the nation's work force, and increasing access to quality post-secondary education. To reach this Goal, the proportion of those qualified students (especially minorities) who enter college, who complete at least two years, and who complete their degree programs must increase substantially. Moreover, the pursuit of post-high school training and skills acquisition must expand beyond formal post-secondary training.

The federal contribution to Goals-related activities in the post-high school years was approximately $36 billion for 1992, an increase of over $800 million in constant dollars since 1991, and about $1.7 billion since 1989. A large part of the total, about $12 billion, is spent on the education and training of federal personnel, over 95% of which is used for education and training of defense personnel (see Exhibit 118 at the end of this chapter). When these expenditures are excluded, the federal contribution amounts to $23.6 billion.

Exhibit 117

Allocation of 1992 resources from 23 largest federal post-high school years programs



Of $23.6 billion, the largest proportion of federal funding for post-high school years is spent on student financial assistance.*

*Excluding funds for the education and training of military and related personnel.

A Featured State Example - The Post-high School Years: Pell Grants

Financial aid to students in post-secondary education and training institutions accounts for about a third of the federal contribution to Goal-related activities for the post-high school years. Like funds provided by most federal programs, federal assistance to meet post-secondary costs is targeted largely to a specific segment of the population. Most federal aid is awarded on the basis of financial need as determined by the family and the student's ability to pay (income and assets) and the cost of attendance (tuition and fees, room, board, and miscellaneous expenses) at the institution enrolled in. While states provide about two-thirds of the support for public post-secondary institutions, they provide less than 10% of the student aid. The federal government provides over 50% of student assistance (as grants, loans, and work-study aid), with post-secondary institutions and charitable contributors making up the remaining 40%.

Although the shares vary widely among states, in our featured state, 75% of student aid came from the federal government, 8% from the state, and the remaining 17% from private institutions and individuals during academic year 1990-1991. The federal Pell Grant Program provided the largest amount of need-based aid to students in the state. This program is designed to provide access to post-secondary institutions by providing grants to low-income undergraduates. Fully 47% of students in public post-secondary institutions who received financial aid in our featured state received Pell Grants in school year 1990-1991.

Excluding, for now, funds for the education and training of military and related federal personnel (see Exhibit 125 for a list of programs that fund Goal-related activities for the training and education of military and related personnel), most of the remaining programs and activities may be classified by broad function: financial assistance to students for post-secondary education or vocational training; support for graduate training (scholarships and fellowships); financial assistance to institutions of higher education (IHEs) for improving services to students; support for faculty research and teaching; and assistance to adults for training, basic education, and rehabilitation services. Using this scheme, Exhibit 117 illustrates the relative federal contribution for the 23 largest post-high school years Goal-related activities (see Exhibits 123 and 124 at the end of this chapter). These 23 activities are a small part of the total number of federally funded Goal-related post-high school activities, yet comprise 92% of the federal contribution, excluding funds for the education and training of military and related federal personnel.

Federal Support for Educational Research and Related Activities

Introduction

The nation's focus in achieving the six National Goals has at least two implications for educational research:

- to help foster the development of both world-class standards that reflect the Goals and indicators of progress based upon those standards (i.e., what's good enough), and
- to investigate ways in which education may be improved and how this information may be spread to practitioners, in order to reach the Goals (i.e., what works).

The U.S. Office of Management and Budget (OMB) defines educational research as those activities conducted for the primary purpose of acquiring knowledge about, or applying knowledge to, the process of education at all levels, preschool through graduate school, including adult or continuing education. It does not include statistics or assessment-related activities nor does it include activities that disseminate knowledge gained through research. The federal role in meeting the Goals, however, includes both the components of OMB's definition and those other research-related activities that may lead to the monitoring and achievement of the Goals.

Standards Setting and Indicators

Standards Setting

What should students know and be able to do? This is a central question of the National Goals. It addresses the idea that performance should be judged against public, realistic, and valued standards rather than against some mathematically derived norm. It is a powerful and important idea with far-reaching implications, not the least of which is reaching consensus on what it is that students should know and be able to do.

Since the release of the first Goals Report, significant steps have been taken by the federal government and private organizations in setting world-class standards for school subjects. Most of these efforts use as a model the National Council of Teachers of Mathematics' (NCTM) procedures in developing standards in mathematics. The NCTM mathematics standards were developed by consensus among practitioners, curriculum experts, and others. They are being implemented in schools and classrooms throughout the nation.

Standards-setting activities are under way in the areas of science, history, government and civics, geography, and the arts, and cover the elementary/secondary school years. The U.S. Department of Education has taken the lead by sponsoring the development of these content standards either solely or in partnership with other federal agencies and private organizations. The total federal dollars committed to these projects is about $6.6 million over the next three years. The private sector will contribute approximately $400,000.

The National Education Goals Panel is committed to the creation of high, world-class standards and has recently adopted a charter for a National Education Standards and Assessments Council (NESAC) to coordinate ongoing and future standards-setting and assessment activities. NESAC would establish criteria for judging national standards and assessments as "world-class," and would apply these criteria to specific standards and assessments brought before it. The eventual scope and function of NESAC may be affected by legislation currently under consideration.

Indicators

What is the nation's progress toward the Education Goals? Recent federal investments in educational assessment have made possible the development of more and better information about the condition of education. This will help the Goals Panel better measure the nation's progress toward the Goals.

Currently, the Department of Education's National Center for Education Statistics (NCES), with a fiscal year 1992 budget of $77 million (up $11 million in constant dollars from 1991), is the principal federal agency collecting, analyzing, and reporting statistics on the condition of education in the United States. NCES programs include: annual collection of data on elementary and secondary schools; annual collection of data on higher education; several studies of schools; large-scale longitudinal studies of students' progress through school and into the workplace; and the National Assessment of Educational Progress. (For further examples of NCES' current activities, see Exhibit 126 at the end of this chapter.)

The National Assessment of Educational Progress (NAEP) is the only nationally representative assessment of what the nation's students know and can do. It is an ongoing, Congressionally mandated project created to survey the educational attainments of youngsters. Its primary goal is to determine and report the status and trends over time in educational achievement, subject by subject. NAEP was funded at almost $30 million for 1992 as compared to nearly $20 million in constant dollars for 1991. This significant increase was caused by the addition of state-level assessments in 4th and 8th grade mathematics and 4th grade reading.

The National Education Goals Panel has endorsed NAEP as the primary source of national and state level data for measuring progress toward Goal 3. The Panel has recommended that future administrations of NAEP be closely aligned with evolving national standards, that more frequent NAEP assessments be conducted at the state level in core subjects, and that NAEP be expanded to permit new assessments in other subjects (e.g., the arts, foreign languages, and citizenship).

Educational Research Activities

What works and how do we go about informing parents, practitioners, and policymakers? These are the questions that educational research activities, broadly defined, attempt to answer. Most of the funding in this area comes from the Department of Education, followed by the National Science Foundation, the Department of Health and Human Services, and the Department of Defense (see Exhibit 127).

Department of Education ($171 million)

The Department of Education supports basic and applied research and development designed to better understand and solve problems in education. The Department's principal agency for these activities is the Office of Educational Research and Improvement (OERI). Among the programs under the OERI umbrella are the Office of Research and Programs for the Improvement of Practice. Together they fund basic research aimed at enriching fundamental understanding of learning, teaching, and schools; developing new learning aides, teaching techniques, and means of organizing and administering schools; demonstrating and evaluating promising educational approaches; disseminating information; and providing technical assistance to those who seek to improve education.

OERI's 1992 funding for research activities was $71 million, including monies for 25 university-based Education Research & Development (R&D) Centers and ten Regional Education Laboratories. The R&D Centers engage primarily in basic research, applied research, and development; in contrast, the Regional Laboratories deal with development, demonstration, dissemination, and technical assistance. For 1992, the R&D Centers were funded for over $25 million while the Regional Laboratories received about $35 million.

National Science Foundation ($53 million)

The National Science Foundation (NSF) supports basic research on the process of teaching and learning mathematics, science, and technology. In addition, it supports the development of curricula in these disciplines and studies to evaluate the effectiveness of its education programs. Through programs such as Faculty Awards for Women and Minority Research Centers for Excellence, activities are aimed at increasing the participation of groups currently underrepresented in science, mathematics, and technology. NSF also supports a number of activities aimed specifically at improving the effectiveness of education in science-related fields and, in some cases, expanding our understanding of the physiological or psychological basis of learning.

In conjunction with the Department of Education, NSF funded a standards-setting effort in science for the elementary and secondary grades. Work was begun in fiscal year 1992.

Department of Health and Human Services/National Institutes of Health ($65 million)

Most of the educational research supported by the National Institutes of Health (NIH) focuses on the biological basis of learning. Examples include projects on the role of the nervous system on vocal learning and on learning problems in language-impaired children. Other NIH projects include the development of prototype computer-based curriculum delivery systems for the health professions; support, in conjunction with the Department of Education, for a national center on science teaching and learning; and development of curriculum supplements for middle school students designed to provide information on career choices in the health sciences.

Department of Defense ($30 million)

All of the activities supported by the Department of Defense are designed to establish and apply principles of technology-based instruction to promote learning. Examples include the development and testing of automated training tools and computer programs that help technical experts write instructional materials.

Regulatory Flexibility as Part of Education Reform

Streamlining federal regulations to provide greater local school flexibility in a manner that still ensures that the special needs of children are met is a complex task deserving special attention. Research on school improvement indicates that autonomy and discretion for local educators are related to school effectiveness. It is likely, therefore, that progress toward the National Goals can be furthered by giving schools greater flexibility to design their own programs in exchange for showing increases in educational achievement. However, providing such flexibility without weakening the federal commitment to special populations and other existing national priorities poses a real challenge.

Most federal programs contain some regulations that focus on process, regulations that not only aim at insuring that the services are delivered to the students for whom they were intended, but sometimes address how those services are to be delivered. There is a school of thought, however, which advocates accountability models that emphasize student performance and the outcomes of schooling. Under this viewpoint, regulations of process are minimized or eliminated; schools are held accountable for results. Such models reduce the need for detailed regulations, state and local as well as federal. Under this new accountability approach, students with special needs continue to receive special support, but schools have maximum flexibility in designing programs so long as student performance is satisfactory or improving at an appropriate rate. Examples of this thinking can be seen at the federal level in both the National Education Goals and the function of the Goals Panel, whose focus is monitoring the nation's progress toward the Goals. It may also be seen in the school-wide projects provisions of Chapter 1 of the Elementary and Secondary Education Act, where Chapter 1 program funds can be used to serve all children in high-poverty schools as long as specific achievement expectations are met.

The development and use of outcome-based performance measures and standards for assessing the progress of children is a critical component of a results-oriented approach. Many states have begun to move toward a system that "swaps red tape for results" by rewarding educational performance with freedom from state regulations. At the federal level, the Chapter 1 accountability provisions in the Elementary and Secondary Education Act and the requirement for program standards and measures in the Carl D. Perkins Vocational and Applied Technology Education Act are first steps in this direction. With appropriate safeguards, the Panel believes that these efforts should be encouraged by all levels of government.

However, in the context of federal education programs, granting greater regulatory flexibility also raises important issues. Regulations about targeting and serving needy students in federal programs such as Chapter 1 and the Individuals with Disabilities Education Act have been considered essential for ensuring that states and localities address special student problems. These programs began at a time when few states had comparable service requirements or aid provisions. Federal programs functioned to provide services not otherwise available. Through the years, in response to specific problems, additional requirements were added to the law to restrict the use of funds in an attempt to ensure that the intended beneficiaries were properly served.

It is also important to remember that regulation occurs at each of the federal, state, and local levels. Therefore, a simple review of program provisions at any one of these levels without taking into account the regulatory activities of the other levels is an inadequate approach.

While streamlining federal, state, and local regulations, or changing the focus from process to progress, may help create a climate for more imaginative and successful education for students, there are no guarantees that significant change will take place. We know, for example, that:

1. *Reducing regulations will be ineffective without re-educating those responsible for implementation.* Many complaints about the restrictiveness of regulations are not with the restrictions themselves, but with the ways in which they are interpreted by program managers and auditors at various levels of the system. Officials often err on the side of caution, applying rules as strictly as possible or not exercising discretion built into the laws. Policymakers and educators at all levels of the system must reach a common understanding about program requirements and the multiple ways in which they can be met. This is true even if substantial reductions in regulations occur; deregulation will not spur changes in practice if it occurs only on paper. The Department of Education's recent publication "Chapter 1 Flexibility: A Guide to Opportunities in Local Projects" is an example of one way to ensure that schools are aware of the flexibility already built into a program.

2. *Tradition may impede change as much as regulation interferes with practice.* People are accustomed to organizing and delivering instruction in certain ways. Habits tend to persist, even when rules that reinforce or coincide with traditional practice are removed. Studies of state efforts to deregulate schooling now show that many schools do not take advantage of waiver offers; also, changes in the wake of deregulation requirements are frequently modest.

   Deregulation affords an opportunity for change to occur. It provides an occasion for a re-examination of current practices. However, it is not a magic solution. Deregulation may be a necessary component of improved teaching and learning, although the research evidence is not definitive. It is clear, however, that deregulation by itself is not a sufficient condition for better practice.

3. *Education practice can be affected by different types of statutes and regulations.* These other laws and codes can conflict with efforts to promote flexibility in the laws governing the operation of education programs. For example, a state might remove all class size dictates from program requirements, but the state funding formula continues to require certain pupil/teacher ratios as a condition of financial support for local schools.

4. *Many state categorical programs also contain restrictions intended to ensure that special needs students are served.* Therefore, federal deregulatory efforts should be accompanied by comparable changes at the state level.

Given the complexity of regulatory reform, it is very difficult to judge the nation's progress on this front. For example, it would be misleading to simply count regulations or their removal as measures of the degree of regulation, in the absence of any information about how the regulations are enforced or interpreted or how they intersect with traditional practices. Fortunately, a number of activities currently under way might shed more light on regulatory practices and provide more knowledge to shape future regulatory reforms:

- The U.S. General Accounting Office is undertaking a study of federal program regulation and interpretation of what states have accomplished in their efforts at regulatory reform, and how federal program regulations are viewed and acted upon.

- The National Governors' Association is conducting a study designed to identify the most pressing barriers and impediments to systemic school reform. In particular, the study will focus on state and federal policies and regulatory changes that might minimize or eliminate the barriers to restructuring.

- Studies of specific state deregulatory efforts are being conducted by the Department of Education-funded Consortium for Policy Research in Education.

- The Department of Education is conducting studies on the effectiveness of Chapter 1 schoolwide projects.

The results from these studies should provide valuable lessons for federal policymakers as they consider deregulating existing federal aid to education programs. Over the next year, the National Education Goals Panel intends to monitor closely these studies' findings.

Similarly, Congress' continuing efforts to reauthorize Chapter 1 will be of interest to the Panel. It is anticipated that an independent Review Commission on Chapter 1 will recommend new, more ambitious standards for student achievement and an outcome-based accountability system for the program. Clearly, the issues discussed here should be considered by the Congress as it works through the Chapter 1 reauthorization process.

Supporting Tables and Documentation

In developing financial and program participation data to describe the federal role, the Panel faced data limitations which shaped the nature of this report on the federal role:

1) **The selection of the programs to be included in the report -** The intended broad nature of the Goals and the inclusion of both school readiness and lifelong learning for all Americans call for a variety of activities that go beyond the traditional list of education programs. By design then, the combination of programs included in this report differ from other, narrower compilations of federal programs in education.

2) **The resource data to be used -** The nature of the federal budget process often produces significant differences between budget authority (the amount that may be spent), budget obligations (commitments to spend), and budget outlays (actual spending). As a result, agencies were asked to provide the kind of financial data that best reflect the resources committed to programs in fiscal years 1989 (baseline), 1991, and 1992. In most cases, however, budget authority was used, and for any given program, the same resource measure is reported over the three-year period.

3) **The classification or assignment of programs to specific goal areas -** Assigning a dollar figure to individual Goals is not possible. Many programs provide services that cut across two or more of the six Goals. Therefore, agencies and departments were asked to identify programs with Goal-related activities in one of three categories — before school years (through kindergarten), school years (grades 1 through 12), and post-high school years. (Agencies were also allowed to use a residual "other" category for programs that did not fit into these three general groups.) When only parts of the programs supported the Goals, agencies estimated the proportion of funds for Goal-related activities in each of the three categories. While we expect to continue to report resource data in three classifications, we hope that future reports will allow more precise accounting of data in relation to the six individual Goals.

4) **The use of participation data -** Where appropriate and available, participation data are included for the programs highlighted in this chapter. Where available, these data have been updated from the 1991 report. In future editions, we hope to include more complete and readily applicable participation data as new data-gathering methods are developed.

This year, as last, the Office of Management and Budget (OMB) provided the fiscal data for this chapter. Data were collected and organized to provide the Panel with 1992 estimates to contrast against its 1989 baseline information. OMB has made every effort to ensure the accuracy of the data and the appropriateness of its classification; however, the Panel notes that some adjustments were necessary as further information became available. These adjustments are as follows:

1. Since actual figures are not known until after the close of the fiscal year, data reported for the current year are estimates. Last year, the 1991 financial data were estimates; this year the 1991 data have been "updated" to reflect end-of-the-year information.

2. As in the previous report, the tables list programs funded for at least $100 million in the current year. There are some additions/deletions to last year's list as new programs reached this threshold or previously reported programs fell short.

3. Occasionally, reporting agencies have reconsidered the classification of their Goal-related efforts. This has resulted in some programs being moved from one broad age category to another or being split between categories.

4. The Department of Defense (DOD) reported post-high school year figures for 1991 that came from the DOD Operations and Maintenance appropriations. This year, however, DOD used its Military Manpower Training Report as a source. Unlike those published in 1991, these new figures incorporate total DOD education costs including items such as salaries and capital equipment. These additional costs are reflected in the DOD 1992 figures as well as the republished 1989 and 1991 numbers.

5. This year, programs for the training and education of military and related federal personnel are reported separately. These programs are Goal-related activities for the post-high school years and were reported as such last year.

Exhibit 118

Federal Resources[1] for Programs that Improve the Education/Provide Services to the Before School Years, School Years, and Post-High School Years

Program Type	**Current $ in Millions**			**Change in Constant (1992) Dollars**	
	FY 1989	**FY 1991**	**FY 1992**	**$ in Millions**	**%**
Before School Years	9,260	14,010	17,664	7,264	70%
School Years	15,550	19,142	20,281	2,816	16%
Post-High School Years[2]	18,772	22,167	23,581	2,497	12%
Other[3]	1,058	1,241	1,290	102	9%
Total	**44,640**	**56,560**	**62,816**	**12,678**	**25%**
Post-High School Years: Military and Related Personnel	11,764	11,954	12,409	–804	–6%
TOTAL[4]	**56,404**	**68,514**	**75,225**	**11,874**	**19%**

[1] Figures rounded to nearest $1 million.

[2] Does not include programs for education and training of military and related personnel—see Exhibit 125.

[3] A residual category that captures those programs/activities which do not fit into one of the three age categories but provide general support related to the National Education Goals.

[4] Includes programs for education and training for military and related personnel - see Exhibit 125.

Exhibit 119

Federal Resources[1] by Department/Agency[2] for Programs that Improve Education/Provide Services to the Before School Years

Department/ Agency[3]	**Current $ in Millions**			**Change in Constant (1992) Dollars**	
	FY 1989	**FY 1991**	**FY 1992**	**$ in Millions**	**%**
HHS	5,600	9,130	12,061	5,771	92%
Agriculture	2,565	3,369	3,882	1,001	35%
Education	957	1,273	1,442	367	34%
Defense	114	206	245	117	91%
ACTION	24	26	27	0	0%
Housing	0	5	5	N/A	N/A
Interior	0	2	3	N/A	N/A
TOTAL[4]	**9,260**	**14,010**	**17,664**	**7,264**	**70%**

[1] Figures rounded to nearest $1 million.

[2] Departments/Agencies contributing less than $1 million in FY 1992 not included.

[3] Complete Department/Agency titles are in Appendix D.

[4] Numbers might not equal the totals due to rounding.

Exhibit 120
Major Federal Programs[1] that Improve Education/Provide Services to the Before School Years

Program	Current $ in Millions			Change in Constant (1992) Dollars		Service Levels
	FY 1989	FY 1991	FY 1992	$ in Millions	%	
Medicaid for Children (HHS)	2,800	4,500	5,900	2,755	88%	4.8 million young children received Medicaid cards (1990)
WIC (Agriculture)[2]	1,829	2,350	2,600	546	27%	2.3 million pregnant women & infants & 2.2 million children (1991)
Head Start (HHS)	1,235	1,952	2,202	815	59%	622,000 children (1992)
CACFP (Agriculture)[2]	677	958	1,221	461	61%	1.3 million children (1991)
Foster Care (HHS)	440	742	910	416	84%	50,000 average monthly case load (1991)
Chapter 1 (Education)	489	668	740	191	35%	432,587 children (1988-1989)
Family Support Payments for Day Care (HHS)[2]	17	480	733	714	3,758%[3]	N/A
Special Education (Education)	450	584	680	175	35%	368,689 in preschool grant programs (1991)
MCH Block Grant (HHS)	554	587	650	28	5%	N/A
Payments to States for day care (HHS)[4]	0	22	549	N/A	N/A	N/A
Childhood Immunizations (HHS)	142	218	298	139	87%	2 million children age 2 months through kindergarten (1990)
EPSDT (HHS)	89	164	252	152	152%	N/A
Community & Migrant Health Centers (HHS)	159	171	190	11	6%	400 clinics in 40 states & Puerto Rico (1990)
Child care (DOD)	89	178	189	89	89%	Total program capacity of 157,946 children (1992)
Indian Health Service (HHS)	112	173	186	60	48%	130,000 children, 0-5 years old (1991)
Other[5]	178	263	364	164	82%	N/A
TOTAL	**9,260**	**14,010**	**17,664**	**7,264**	**70%**	**N/A**

[1] Program descriptions are in Appendix C.

[2] Obligations.

[3] This program did not begin until 1989. The large increments in funding are a function of dramatic increases in the number of participating states as the program becomes fully operational.

[4] Other federal programs that improve/provide services to preschool-aged children funded for less than $100 million in FY 1992.

[5] Outlay.

Exhibit 121

Federal Resources[1] by Department/Agency[2] for Programs that Improve Education/Provide Services to the School Years (Grades 1-12)

Department/ Agency	Current $ in Millions			Change in Constant (1992) Dollars	
	FY 1989	FY 1991	FY 1992	$ in Millions	%
Education	8,378	10,698	11,619	2,209	23%
Agriculture	4,407	5,276	5,502	552	11%
Labor	1,321	1,349	1,254	–230	–15%
Defense	1,000	1,177	1,147	24	2%
NSF	128	215	307	163	113%
Interior	166	222	231	45	24%
HHS	103	126	136	20	17%
Energy	0	21	23	N/A	N/A
ACTION	19	20	19	–2	–10%
NEH	12	15	16	3	23%
NASA	6	13	14	7	100%
NEA	5	5	5	–1	–17%
EPA	0	1	5	N/A	N/A
Smithsonian	3	3	3	–0	0%
State	3	3	No report	N/A	N/A
TVA	0	1	No report	N/A	N/A
TOTAL[3]	**15,550**	**19,142**	**20,281**	**2,816**	**16%**

[1] Figures rounded to nearest $1 million.

[2] Departments/Agencies contributing less than $1 million in FY 1992 not included.

[3] Numbers might not equal the totals due to rounding.

Exhibit 122
Major Federal Programs[1] that Improve Education/Provide Services to the School Years (Grades 1-12)

Program	Current $ in Millions			Change in Constant (1992) Dollars		Service Levels
	FY 1989	FY 1991	FY 1992	$ in Millions	%	
Chapter 1 (Education)	4,031	5,477	6,020	1,493	33%	4,895,250 students grades 1-12 (1989-1990)
School Meals Program (Agriculture)[2]	4,163	4,958	5,232	556	12%	24.4 million lunches & 4.4 million breakfasts daily; 2 million summer meals; 152 million ½ pints of milk (1991)
Special Education Basic State Grants (Education)	1,366	1,705	1,816	282	18%	3,986,669 children served (1991)
Classroom Instruction (Defense)	845	998	959	10	1%	168,284 students (1992)
Impact Aid Grants (Education)	708	741	744	–51	–6%	N/A
Drug-Free Schools (Education)	323	571	589	226	62%	78% of nation's LEA receive program funds (1988-1989)
Vocational Education Basic State Grants (Education)	503	518	578	13	2%	N/A
JTPA Summer Jobs (Labor)	709	683	495	–301	–38%	575,000 14- to 17-year-olds (1992)
Chapter 2 (Education)	463	450	450	–70	–13%	Approximately 99% of nation's schools received program funds (1990-1991)
Job Corps (Labor)	326	381	404	38	10%	27,459 16- and 17-year-olds completed program (7/89-6/90)
JTPA II-A (Labor)	286	285	355	34	11%	48,841 14-15-year-olds (1989)
Eisenhower Math/ Science (Education)	137	214	280	126	82%	Approx. ½ of all math/science teachers benefit annually
CN Commodities (Agriculture)[2]	183	253	203	–3	–1%	N/A
BIA Indian Schools (Interior)	162	192	202	20	11%	41,817 students (1992)
Vocational Rehabilitation State Grants (Education)	116	131	143	13	10%	15,964 under 18 (1990)
Bilingual Education (Education)	100	109	133	21	19%	369,310 students (1992)
Magnet Schools (Education)	114	110	110	–18	–14%	65 school districts in 20 states funded (1991)
Other [3]	1,015	1,366	1,568	428	38%	N/A
TOTAL	**15,550**	**19,142**	**20,281**	**2,816**	**16%**	**N/A**

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[1] Figures rounded to nearest $1 million.

[2] Obligations

[3] Other federal programs that improve/provide services to preschool-aged children funded for less than $100 million in FY 1992.

Exhibit 123

Federal Resources[1] by Department/Agency[2] for Programs that Improve Education/Provide Services to the Post-High School Years[3]

Department/ Agency	Current $ in Millions			Change in Constant (1992) Dollars	
	FY 1989	FY 1991	FY 1992	$ in Millions	%
Education	13,022	15,041	15,856	1,230	8%
HHS	1,941	2,860	3,097	917	42%
Labor	2,411	2,750	2,773	65	2%
Veterans	882	782	1,032	41	4%
Agriculture	141	182	185	27	17%
NSF	97	153	169	60	55%
Interior	70	83	88	9	11%
Transportation	66	81	84	10	14%
Energy	0	43	80	N/A	N/A
NEH	63	72	78	7	10%
NASA	32	54	64	28	78%
Smithsonian	24	30	31	4	15%
ACTION	10	13	14	3	27%
Housing	5	8	8	2	33%
EPA	1	3	5	4	400%
Commerce	4	4	4	–0	0%
HST	2	3	3	1	50%
BGSF	1	2	3	2	200%
NEA	1	1	1	–0	0%
OPM	0	1	1	N/A	N/A
TOTAL[4]	**18,772**	**22,167**	**23,581**	**2,497**	**12%**

[1] Figures rounded to nearest $1 million.

[2] Departments/Agencies contributing less than $1 million in FY 1992 not included.

[3] Does not include post-high school year programs for the education and training of military and related personnel—see Exhibit 125.

[4] Numbers might not not equal the totals due to rounding.

Exhibit 124
Major Federal Programs[1] that Improve Education/Provide Services to the Post-High School Years[2]

Program	Current $ in Millions			Change in Constant (1992) Dollars		Service Levels
	FY 1989	FY 1991	FY 1992	$ in Millions	%	
Pell Grants (Education)	4,484	5,376	5,553	517	10%	3,404,810 grants (1991)
Guaranteed Student Loans (Education)	4,067	4,581	4,776	208	5%	4,403,000 loans (1991)
Vocational Rehabilitation State Grants (Education)	1,334	1,502	1,645	147	10%	946,500 18 years old and up served (1992)
Medicare Payments to Hospitals (HHS)	1,440	1,550	1,600	–17	–1%	1,192 teaching hospitals supported in part (1990)
JPTA Title II-A (Labor)	1,502	1,494	1,419	–268	–16%	391,564 post-high school people (1991)
AFDC Jobs (HHS)[3]	0	679	825	N/A	N/A	510,000 average monthly number of participants (2nd quarter 1991)
G.I. Bill (Veterans)[3]	660	511	725	–16	–2%	192,390 veterans received funds (1992)
Work Study Grants (Education)	610	598	615	–70	–10%	Provided assistance to 789,000 (1991)
JPTA Title III (Labor)	284	527	577	258	81%	166,027 total participants (1991)
Supplemental Educational Opportunity Grants (Education)	438	520	577	85	17%	907,000 student grants (1992)
JOB Corps (Labor)	416	486	516	49	10%	35,091 18- to 21-year-olds completed program (7/89-6/90)
Higher Education Special Programs for Disadvantaged Youth (Education)	226	344	395	141	56%	Over 163,049 participants (1991)
Vocational Education Basic State Grants (Education)	335	345	379	3	1%	76% of students in public 2-year schools; 100% of proprietary school students (1987)

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[1] Figures rounded to nearest $1 million.

[2] Does not include programs for the education and training of military and related personnel—see Exhibit 125.

[3] Obligations.

Exhibit 124 (continued)
Major Federal Programs that Improve Education/Provide Services to the Post-High School Years

Program	Current $ in Millions			Change in Constant (1992) Dollars		Service Levels
	FY 1989	FY 1991	FY 1992	$ in Millions	%	
NIH Research Training (HHS)	256	305	309	21	7%	Over 12,000 individuals supported (1991)
HSRA Health Professions Grant (HHS)	200	255	290	65	29%	N/A
Adult Education State Grants (Education)	136	201	236	83	54%	3.3 million received services (1988-1989)
Howard University (Education)	179	195	212	11	5%	N/A
Higher Education Aid for Institutional Development (Education)	175	205	207	10	5%	487 institutional awards (1989-1990)
Vocational Rehabilitation (Veterans)[1]	119	161	198	64	48%	40,600 veterans received assistance (1992)
JTPA (American Indians, migrants, etc.) (Labor)	155	159	173	–1	–1%	N/A
Food Stamp Employment & Training (Agriculture)[1]	126	154	158	16	11%	1,589,971 individuals served (1991)
Perkins Loans (Education)	206	156	156	–75	–32%	696,000 student loans (1990)
Dependent Education Assistance(Veterans)[1]	103	110	109	–7	–6%	41,470 dependents received funds (1992)
Other[2]	1,321	1,753	1,931	447	30%	N/A
TOTAL[3]	**18,772**	**22,167**	**23,581**	**2,497**	**12%**	**N/A**

[1] Obligations.

[2] Other federal programs that improve/provide services to individuals after high school funded for less than $100 million in 1991.

[3] Does not include programs for the education training of military and related personnel—see Exhibit 125.

Exhibit 125

Major Federal Programs that Improve Education/Provide Services to the Post-High School Years: Training and Education of Military and Related Personnel

Program	**Current $ in Millions**			**Change in Constant (1992) Dollars**		**Service Levels**
	FY 1989	**FY 1991**	**FY 1992**	**$ in Millions**	**%**	
Specialized Skills Training (Defense)	4,751	4,726	4,809	–527	–10%	Approximately 111,000 training loads (1992)[1]
Flight Training (Defense)	2,344	2,268	2,584	–49	–2%	4,700 training loads (1992)
Recruit Training (Defense)	1,785	1,718	1,687	–318	–16%	36,660 training loads (1992)[2]
Medical Training (Defense)	753	912	951	105	12%	13,802 trainees (1991)
Professional Development Education (Defense)	636	799	854	140	20%	11,500 training loads (1992)
ROTC (Defense)	602	559	526	–150	–22%	61,959 undergraduates (1992)
Officer Acquisition (Defense)	495	518	524	–32	–6%	18,465 commissioned officers (1992)
Civilian Training (Defense)	168	212	218	29	15%	1,000,000 training events (FY 1989)
Voluntary Education (Defense)	176	190	167	–31	–16%	643,800 enrollees (1992)
FAA Air Traffic Training (Transportation)	44	41	39	–10	–20%	N/A
National Security Education Scholarships (Defense)	0	0	35	N/A	N/A	N/A
Maritime Administration: U.S. Merchant Marine Academy (Transportation)	7	8	9	1	13%	Approximately 200 new officers graduate annually (1992)
National Highway Institute (Transportation)	1	1	3	2	200%	118 students have received grants (1984-1992)
National Agricultural Library (Agriculture)	2	2	3	1	50%	N/A
TOTAL	**11,764**	**11,954**	**12,409**	**–804**	**–6%**	**N/A**

[1] A training load is the equivalent of one year of training for one person; e.g., 52 people trained for one week each in a given year = one training load.

[2] Does not include Army One-Station Unit Training loads (a combination of Recruit Training and Initial Skill Training).

Exhibit 126
Major Activities of the National Center for Education Statistics

Activities	Description Data	Collection Cycle
National Assessment of Educational Progress	Assessment of student achievement in grades 4, 8, & 12.	Reading and math every 2 yrs; science & writing every 4 yrs; other subjects every 6 yrs.
National Adult Literacy Survey	Assessment of basic skills for persons 16 & over in using print information.	Every 4 yrs. starting in 1993.
International Surveys	Compares the U.S. with other countries on student achievement, curriculum & instruction, etc.	Periodically — no regular schedule.
Compilation of Existing Major Databases for NCES publications[1]	Provide current information on the condition of public & private education.	Publications regularly scheduled.
National Household Education Survey	Collects detailed information on educational issues from a sample of households.	Begun in 1991; annually starting in 1993.
Schools and Staffing Survey	Collects school work force and teacher supply and demand information.	Begun in the 1987-88 school year; 3-year intervals.
Trend studies[2] such as the National Longitudinal Study of 1972, the High School and Beyond Study of 1980 and 1982, and the Beginning Postsecondary Student Longitudinal Study of 1990.	Provides ongoing data about critical transition experiences of students through elementary/secondary/post-secondary and beyond.	Regular intervals, depending on study, over a long period.

[1] Examples of NCES most widely used publications are: *The Condition of Education*, *Digest of Education Statistics*, and *Projections of Education Statistics*.
[2] Trend studies are studies in which data on educational achievement, practice, and policy are collected over time, analyzed, and reported.

Exhibit 127
Federal Department/Agency Resources[1] for Educational Research and Development[2]

Department/ Agency[3]	Current $ in Millions			Change in Constant (1992) Dollars	
	FY 1989	FY 1991	FY 1992	$ in Millions	%
Education	146	159	171	7	4%
NSF	21	54	53	29	121%
HHS	35	39	65	26	67%
Defense	13	16	30	15	100%
TOTAL[4]	**215**	**268**	**319**	**78**	**32%**

[1] Figures rounded to nearest $1 million.
[2] The amounts reported represent only the direct federal dollars provided for educational research and development. Matching funds from states and localities and institutions are not included; nor is direct training support for students and teachers (including scholarships and fellowships).
[3] Complete Department/Agency titles are in Appendix D.
[4] Represents over 95% of total resources in this category.

Appendices

2000

1992

APPENDIX A

SOURCES

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Exhibit 91: Trends in Science Degrees Earned, by Race/Ethnicity
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APPENDIX B

TECHNICAL NOTES

General Information

Accuracy of Data

The accuracy of any statistic is determined by the joint effects of "sampling" and "nonsampling" errors. Estimates based on a sample will differ somewhat from the figures that would have been obtained if a complete census had been taken using the same survey instruments, instructions, and procedures. In addition to such sampling errors, all surveys, both universe and sample, are subject to design, reporting, and processing errors and errors due to nonresponse. To the extent possible, these nonsampling errors are kept to a minimum by methods built into the survey procedures. In general, however, the effects of nonsampling errors are more difficult to gauge than those produced by sampling variability.

Sampling Errors

The samples used in surveys are selected from a large number of possible samples of the same size that could have been selected using the same sample design. Estimates derived from the different samples would differ from each other. The difference between a sample estimate and the average of all possible samples is called the sampling deviation. The standard or sampling error of a survey estimate is a measure of the variation among the estimates from all possible samples and, thus, is a measure of the precision with which an estimate from a particular sample approximates the average result of all possible samples.

The sample estimate and an estimate of its standard error permit us to construct interval estimates with prescribed confidence that the interval includes the average result of all possible samples. If all possible samples were selected under essentially the same conditions and an estimate and its estimated standard error were calculated from each sample, then: 1) approximately 2/3 of the intervals from one standard error below the estimate to one standard error above the estimate would include the average value of the possible samples; and 2) approximately 19/20 of the intervals from two standard errors above the estimate to two standard errors below the estimate would include the average value of all possible samples. We call an interval from two standard errors below the estimate to two standard errors above the estimate a 95 percent confidence interval.

Analysis of standard errors can help assess how valid a comparison between two estimates might be. The standard error of a difference between two independent sample estimates is equal to the square root of the sum of the squared standard errors of the estimates. The standard error (se) of the difference between independent sample estimates "a" and "b" is:

$$se_{a,b} = \sqrt{se_a^2 + se_b^2}$$

Nonsampling Errors

Universe and sample surveys are subject to nonsampling errors. Nonsampling errors may arise when respondents or interviewers interpret questions differently, when respondents must estimate values, or when coders, keyers, and other processors handle answers differently, when persons who should be included in the universe are not, or when persons fail to respond (completely or partially). Nonsampling errors usually, but not always, result in an understatement of total survey error and thus an overstatement of the precision of survey estimates. Since estimating the magnitude of nonsampling errors often would require special experiments or access to independent data, these magnitudes are seldom available.

Chapter 1: American Education in a Global Context

College Completion

In the U.S., completing higher education is defined as completing four or more years of college.

Workers' Attitudes

The Meaning of Working research project interviewed a random sample of the labor force in Flanders (Belgium) during October-December 1990, in the Federal Republic of Germany during November-December 1989 (before reunification), in Japan during August-November 1991, and in the United States during January-July 1989.

Mathematics Achievement in Minneapolis, Taipei, and Sendai

Because the mean numbers of questions correct were not comparable across grades, each child's score was transformed into a z-score, "which represents the departure in standard deviation units from the mean of a distribution derived from the scores of the children in all three cities at each grade level. Scores were then recombined according to country, and the mean score of children in each country was determined." (from Harold W. Stevenson, Shin-Ying Lee, and James W. Stigler, "Mathematics Achievement of Chinese, Japanese, and American Children," *Science*, v 231, February 1986, p694.)

Stevenson and colleagues administered mathematics tests to children in Minneapolis, Taipei, and Sendai at various times throughout the 1980s. The first-grade results displayed here were collected in 1980, the kindergarten and fifth-grade results in 1984, and the eleventh-grade results in 1990.

Science, Mathematics, and Engineering Degrees

Ratios for science, mathematics, and engineering undergraduate degrees per 1,000 twenty-two year olds were calculated by dividing the number of undergraduate degrees awarded in natural science, mathematics, computer science, and engineering by each country's population at the theoretical age of graduation. This differs from the measure presented under Goal 4, which includes degrees in social science, psychology, and health fields, and includes both undergraduate and graduate degrees. In the United States, Canada, Japan, and Germany, the theoretical age of graduation is 22; in France it is age 21, and in Italy it is age 23.

Chapter 2: Parts I and II

Goal 1

Child Development Associate (CDA)

A CDA credential is awarded by the Council for Early Childhood Professional Recognition, National Credentialing Program to individuals who have demonstrated competency in six established goal areas. Within a center-based setting, a person who demonstrates competence working with children aged three through five is a CDA with a Preschool Endorsement. The National Association for the Education of Young Children (NAEYC) recommends that staff in charge of a group of preschool children have at least a CDA credential or an associate degree in Early Childhood Education/Child Development.

Immunizations

Immunization data are based on a subsample of respondents in the U.S. Immunization Survey of 1979-1985. The subsample includes only respondents stating that they used immunization records as a reference. The subsample size is approximately one-third of the total sample size. Data for each disease are collected independently; however, because of current school laws the percentages probably reflect the general level of fully immunized students at the kindergarten and first grade levels.

Low Birthweight and Prenatal Care

For the low-birthweight and prenatal care indicators, race/ethnicity refers to the race of the mother.

In Exhibits 38 and 40, data on Hispanic births were reported separately, while in Exhibits 39 and 41, data on Hispanic births were not reported separately but were included in the Black and White race categories. In 1970, data on Hispanic births were not collected separately, while in 1980, the information on births of Hispanic parentage was available separately for 22 states. In 1989, data on Hispanic births were available for 47 states and the District of Columbia, which accounted for 97 percent of the U.S. Hispanic population.

Nursery School Enrollment

A nursery school is defined by Census as a group or class that is organized to provide educational experiences for children during the year or years preceding kindergarten. It includes instruction as an important and integral phase. Private homes in which essentially custodial care is provided are not considered nursery schools. Children may attend nursery school full- or part-time.

Poverty Levels for the Continuity of Health Care Indicator

The National Health Interview Survey poverty index is based on family size, number of children under 18 years of age, and family income using the 1987 poverty levels derived from the August 1988 Current Population Survey.

Preschool Participation and Family Activities with Children

The population estimates for the National Household Education Survey data on preschool participation and family activities cover 3- to 5-year-old children who are not yet enrolled in kindergarten. Preschool participation includes children enrolled in nursery school, preschool, Head Start, or a day care center with an educational component. Age is established as of January 1, 1991.

Proportion of Preschool Children Whose Parents Read to Them Every Day

This variable was formed by combining the following two questions from the National Household Education Survey: "In the past week, have you or someone in your family done the following things with (CHILD)-- read to him/her? [if YES: How many times? Would you say one or two times, or three or more?]" and "About how often do you (and OTHER PARENT/GUARDIAN) read stories to (CHILD)? Would you say never, several times a year, several times a month, at least 3 times a week, or every day?"

Preschool Centers

The term "preschool centers" for the preschool quality data includes all licensed center-based early education and care programs, as well as religious-sponsored, part-day, and school-based preschool programs that are exempt from licensing. Licensed before- and after-school programs are not included.

Regulated Home-Based Preschool Settings

Regulated home-based programs include all family day care programs that are registered, certified, or licensed by state or county government agencies.

Goal 2

High School Completion

There are two major paths to high school completion. Most students receive a regular high school diploma after completing the requisite secondary school coursework; other students, regardless of the number of high school courses they have completed, receive an alternative credential such as a General Educational Development (GED) certificate, Individual Education Plan (IEP) credential, or certificate of attendance. The high school completion rate for this report was calculated by combining data for students receiving regular high school diplomas with data for students receiving alternative credentials.

For this report, completion rates were calculated for 19- and 20-year-olds and for 23- and 24-year-olds. Persons still enrolled in high school were not included in the calculation.

Dropout Rates

There are a variety of ways to define and calculate dropout rates. Each type of dropout rate measures a different facet of dropping out. Three types of dropout rates are discussed in this report: event rates, status rates, and cohort rates.

- Event rates measure the proportion of students who drop out in a single year without completing high school. Event rates are important because they reveal how many students are leaving high school each year and how each year's rates compare with previous ones. The event dropout rate in 1991 was four percent.
- Status rates measure the proportion of the population who have not completed high school and are not enrolled at one point in time, regardless of when they dropped out. Status dropout rates are important because they reveal the extent of the dropout problem in the population and suggest the need for further training and education that will permit these individuals to participate more fully in the economy and the life of the nation. Status dropout rates are much higher than event dropout rates because they represent the cumulative impact of annual event dropout rates over a number of years. The status dropout rate for 16- to 24-year-olds in 1991 was 13 percent.
- Cohort rates measure what happens to a single group (or cohort) of students over a period of time. Cohort rates are important because they reveal how many students in a single age group or grade drop out over time. Cohort rates also allow the calculation of how many dropouts from the cohort eventually complete high school with a diploma or an alternative credential. The cohort rate for 8th graders in 1988 who had dropped out by 10th grade was 7 percent (NELS:88), while the cohort rate for 1980 sophomores who dropped out by the end of 12th grade was 17 percent (High School and Beyond).

Socioeconomic Status

The measure for socioeconomic status is based on an index created by the National Opinion Research Center for the High School and Beyond surveys. This index gives equal weights to five student characteristics: mother's education, father's education, family income, father's occupational status, and possessions in the home.

Goal 3

Advanced Placement Program

The Advanced Placement program, sponsored by the College Board, provides a way for high schools to offer college-level coursework to students. At present, one or more course descriptions, examinations, and sets of curricular materials are available in art, biology, chemistry, computer science, economics, English, French, German, government and politics, history, Latin, mathematics, music, physics, and Spanish. Advanced Placement examinations, which are given in May, are graded on a five-point scale: 5 - extremely well qualified; 4 - well qualified; 3 - qualified; 2 - possibly qualified; and 1 - no recommendation. Grades of 3 and above generally are accepted for college credit and advanced placement at participating colleges and universities. Two Advanced Placement measures for core subject areas are included in this report: the number of examinations per 1,000 11th and 12th graders, and the number of examinations graded 3 or above per 1,000 11th and 12th graders. The number of 11th and 12th graders includes public and private students. The enrollment figures were arrived at by multiplying the public enrollment by a private-enrollment adjustment factor.

Competency

Competency in mathematics is defined on the basis of achievement levels established through consensus by the National Assessment Governing Board (NAGB). Students scoring at the achievement levels of "Proficient" (representing the Goal 3 standard of demonstrated competence in challenging subject matter) and "Advanced" (denoting superior academic performance) were judged as competent in mathematics. Complete descriptions of NAGB achievement levels can be found on pages 303-305.

Core Subject Areas

The core subject areas defined by the National Education Goals Panel are English, mathematics, science, history, and geography.

National Assessment of Educational Progress (NAEP)

NAEP is a survey of the educational achievement of American students and changes in that achievement across time. Since 1969, NAEP has assessed the achievement of national samples of 9-, 13-, and 17-year-old students in public and private schools. In 1983, it expanded the samples so that grade-level results could be reported. In 1990 and 1992, NAEP will assess 4th, 8th, and 12th graders.

The assessments, conducted annually until the 1979-80 school year and biennially since then, have included periodic measures of student performance in reading, mathematics, science, writing, U.S. history, civics, geography, and other subject areas. NAEP also collects demographic, curricular, and instructional background information from students, teachers, and school administrators.

In 1988, Congress added a new dimension to NAEP by authorizing, on a trial basis, voluntary participation in state-level assessments in 1990 and 1992. The 1990 8th grade mathematics assessment has been completed, and the results appear in this report. Forty jurisdictions—37 states, the District of Columbia, and two territories—participated in the 1990 trial assessment. Trial state assessments of 4th grade mathematics and reading will be conducted in 1992.

NAEP Proficiency Levels

The NAEP scales are designed to provide a basis for describing student performance in different subject areas across grades, subpopulations, and assessment years in a way that can be easily understood. They place student performance on a common 0 to 500 metric that can be used to trace growth in achievement through the school years and across time. To give meaning to the results, student performance is characterized at various levels along the scale. Since 1984, when NAEP started using this technique for reporting student achievement, policymakers at all levels have become increasingly aware of the value and utility of NAEP data.

Levels of Mathematics Proficiency

- Level 150—Simple Arithmetic Facts — Learners at this level know some basic addition and subtraction facts, and most can add two-digit numbers with regrouping. They recognize simple situations in which addition and subtraction apply. They also are developing rudimentary classification skills.

- Level 200—Beginning Skills and Understanding—Learners at this level have considerable understanding of two-digit numbers. They can add two-digit numbers, but are still developing an ability to regroup in subtraction. They know some basic multiplication and division facts, recognize relations among coins, can read information from charts and graphs, and use simple measurement instruments. They are developing some reasoning skills.

- Level 250—Basic Operations and Beginning Problem Solving — Learners at this level have an initial understanding of the four basic operations. They are able to apply whole-number addition and subtraction skills to one-step word problems and money situations. In multiplication, they can find the product of a two-digit and a one-digit number. They can also compare information from graphs and charts, and are developing an ability to analyze simple logical relations.

- Level 300—Moderately Complex Procedures and Reasoning — Learners at this level are developing an understanding of number systems. They can compute with decimals, simple fractions, and commonly encountered percents. They can identify geometric figures, measure lengths and angles, and calculate areas of rectangles. These students are also able to interpret simple inequalities, evaluate formulas, and solve simple linear equations. They can find averages, make decisions on information drawn from graphs, and use logical reasoning to solve problems. They are developing the skills to operate with signed numbers, exponents, and square roots.

- Level 350—Multi-step Problem Solving and Algebra — Learners at this level can apply a range of reasoning skills to solve multi-step problems. They can solve routine problems involving fractions and percents, recognize properties of basic geometric figures, and work with exponents and square roots. They can solve a variety of two-step problems using variables, identify equivalent algebraic expressions, and solve linear equations and inequalities. They are developing an understanding of functions and coordinate systems.

Levels of Science Proficiency

- Level 150—Knows Everyday Science Facts — Students at this level know some general scientific facts of the type that could be learned from everyday experiences. They can read simple graphs, match the distinguishing characteristics of animals, and predict the operation of familiar apparatuses that work according to mechanical principles.

- Level 200—Understands Simple Scientific Principles — Students at this level are developing some understanding of simple scientific principles, particularly in the Life Sciences. For example, they exhibit some rudimentary knowledge of the structure and function of plants and animals.

- Level 250—Applies Basic Scientific Information— Students at this level can interpret data from simple tables and make inferences about the outcomes of experimental procedures. They exhibit knowledge and understanding of the Life Sciences, including a familiarity with some aspects of animal behavior and of ecological relationships. These students also demonstrate some knowledge of basic information from the Physical Sciences.

- Level 300—Analyzes Scientific Procedures and Data — Students at this level can evaluate the appropriateness of the design of an experiment. They have more detailed scientific knowledge, and the skill to apply their knowledge in interpreting information from text and graphs. These students also exhibit a growing understanding of principles from the Physical Sciences.

- Level 350—Integrates Specialized Scientific Information — Students at this level can infer relationships and draw conclusions using detailed scientific knowledge from the Physical Sciences, particularly Chemistry. They also can apply basic principles of genetics and interpret the societal implications of research in this field.

Levels of Civics Proficiency

- Level 200—Recognizes the Existence of Civic Life — Students at this level have a rudimentary knowledge of civics. They possess a beginning political awareness of the distinctions between the public and private domains and are familiar with some of the functions of government that pervade their immediate experience. They have some knowledge about elections and are developing an awareness of democratic principles such as the rule of law, as evidenced by their understanding that laws apply to government officials. These students also recognize that individuals—specifically the accused—have rights. Their elementary political vocabulary includes such terms as candidate, ballot, vice-president, judge, juror, and citizen.

- Level 250—Understands the Nature of Political Institutions and the Relationship Between Citizen and Government — Students at this level are developing a knowledge of the nature of democratic institutions and processes. For example, they recognize the value of having more than one candidate in an election and the importance of the secret ballot. They are aware of the functions of a variety of government institutions and display a beginning understanding of federalism, as indicated by their ability to recognize the responsibilities of different levels of government. These students are developing an understanding of the reciprocal relationship between citizen and government. In addition to perceiving the purpose of individual rights in a democratic society and being able to identify some of these rights, such as the right to vote, they know of alternative ways to influence government—for example, making public speeches or writing letters to public officials. These students are developing a broader and more diverse political vocabulary.

- Level 300—Understands Specific Government Structures and Functions — At this level, students have a more differentiated understanding of the structures, functions, and powers of American government as prescribed in the Constitution. For example, they have an increased understanding of federalism, are aware of the separation and allocation of powers, and grasp the concept of judicial review. These students are also familiar with certain historical events and legal precedents that have helped to shape our democratic heritage. They can apply their knowledge of individual rights to particular situations, and their conception of citizen action now includes cooperative political activity, such as boycotts and lobbying. These students are familiar with such terms as chief executive, constitutional rights, veto, and lobbyist, indicating an increasing understanding of the language of American politics. They can apply their civic knowledge to a large number and variety of complex situations.

- Level 350—Understands a Variety of Political Institutions and Processes — Students at this level are distinguished by their broader and more detailed knowledge of the various institutions of government. For example, they can describe the responsibilities of the president, the Congressional power to override presidential vetoes and levy taxes, and the practice of judicial review. These students have a more elaborated understanding of a range of political processes—for example, presidential campaigns, primary elections, and public opinion polls. Their expanding political vocabulary includes such specialized terms as closed primary, impeachment, referendum, and recall election.

Levels of Reading Proficiency

- Rudimentary (150) — Readers who have acquired rudimentary reading skills and strategies can follow brief written directions. They can also select words, phrases, or sentences to describe a simple picture and can interpret simple written clues to identify a common object. Performance at this level suggests the ability to carry out simple, discrete reading tasks.

- Basic (200) — Readers who have learned basic comprehension skills and strategies can locate and identify facts from simple informational paragraphs, stories, and news articles. In addition, they can combine ideas and make inferences based on short, uncomplicated passages. Performance at this level suggests the ability to understand specific or sequentially related information.

- Intermediate (250) — Readers with the ability to use intermediate skills and strategies can search for, locate, and organize the information they find in relatively lengthy passages and can recognize paraphrases of what they have read. They can also make inferences and reach generalizations about main ideas and author's purpose from passages dealing with literature, science, and social studies. Performance at this level suggests the ability to search for specific information, interrelate ideas, and make generalizations.

- Adept (300) — Readers with adept reading comprehension skills and strategies can understand complicated literary and informational passages, including material about topics they study at school. They can also analyze and integrate less familiar material and provide reactions to and explanations of the text as a whole. Performance at this level suggests the ability to find, understand, summarize, and explain relatively complicated information.

- Advanced (350) — Readers who use advanced reading skills and strategies can extend and restructure the ideas presented in specialized and complex texts. Examples include scientific materials, literary essays, historical documents, and materials similar to those found in professional and technical working environments. They are also able to understand the links between ideas even when those links are not explicitly stated and to make appropriate generalizations even when the texts lack clear introductions or explanations. Performance at this level suggests the ability to synthesize and learn from specialized reading materials.

Writing

To examine trends in writing achievement from 1984 to 1990, one set of analyses based on primary trait scoring was conducted which focused on the writer's effectiveness in accomplishing each task. Primary trait scoring is designed to be sensitive to the writer's understanding of the audience as well as to the inclusion of specific features needed to accomplish the specific purpose of that task. The primary trait scoring criteria, while specific to each writing prompts, also defined five levels of task accomplishment: not rated, unsatisfactory, minimal, adequate, and elaborated.

National Assessment Governing Board (NAGB) Achievement Levels

NAGB has established standards for reporting the results of the National Assessment of Educational Progress. The initial application of these standards to the 1990 Mathematics Assessment and the Trial Assessment marks a significant departure from prior practice. Previously, NAEP results have only been reported in terms of statistical profiles. Now, for the first time on the national level, the Board's new standards allow NAEP data to be reported in terms of what students should be able to do.

This effort, part of the Board's Congressionally mandated responsibilities, resulted in three achievement levels: basic, proficient, and advanced. (A fourth level in this report, below basic, includes all those students who scored below the basic level.) The basic level denotes partial mastery of the knowledge and skills fundamental for proficient work at each grade. Proficient, the central level, represents solid academic performance and demonstrated competence over challenging subject matter. The advanced level signifies superior performance beyond proficient.

Levels of Mathematics Achievement for Grade 4

- (283) Advanced: Superior Performance — Fourth grade students who are performing at the advanced level should be able to demonstrate flexibility in solving problems and relating knowledge to new situations. They should be able to use whole numbers to analyze more complex problems. Their understanding of fractions and decimals should extend to a number of representations. Students at this level should determine when estimation or calculator use is an appropriate solution to a problem, as well as read and interpret complex graphs. Advanced fourth grade students should also be able to use measuring instruments in nonroutine ways. These students should be able to solve simple problems involving geometric concepts and chance.
- (245) Proficient: Solid Academic Performance — Fourth grade students who are performing at the proficient level should have an understanding of numbers and their application to situations from students' daily lives. The proficient student should be able to solve a wide variety of mathematical problems; use patterns and relationships to analyze mathematical situations; relate physical materials, pictures, and diagrams to mathematical ideas; and find and use relevant information in problem solving. Fourth grade proficient students should understand numbers and concepts of place value and have an understanding of whole-number operations, as well as a facility with whole-number computation. For example, students should be able to solve problems with a calculator and have the ability to use estimation skills to solve problems. Proficient fourth grade students should understand and use measurement concepts such as length; be able to collect, interpret, and display data; and use simple measurement instruments.
- (207) Basic: Partial Mastery of Knowledge and Skills — Fourth grade students who are performing at the basic level should be able to solve routine one-step problems involving whole numbers with and without the use of a calculator. They should also be able to use physical materials and pictures to help them understand and explain mathematical concepts and procedures. Students at this level are beginning to develop estimation skills in measurement and number situations and should understand the meaning of whole-number operations. For example, students performing at the basic level should be able to link the meaning of multiplication with the symbols needed to represent it. These students are also beginning to develop concepts related to fractions and read simple measurement instruments. Basic fourth grade students should also be able to identify simple geometric figures and extend simple patterns involving geometric figures. These students should be able to read and use information from simple bar graphs.

Levels of Mathematics Achievement for Grade 8

- (336) Advanced: Superior Performance — Eighth grade students performing at the advanced level should be able to solve, with and without a calculator, a wide range of practical problems involving percents, proportions, and exponents. These students should have a solid conceptual understanding of the interrelationships among fractions, decimals, and percents and their connections with proportions. Eighth grade advanced students should also understand and be able to use scale drawings, metric measurements, volume, and accuracy of measurement. These students should be able to solve problems involving elementary concepts of probability, interpret line graphs, and apply basic geometric properties related to triangles and to perpendicular and parallel lines.

- (295) Proficient: Solid Academic Performance — Students at the proficient level should be able, with and without a calculator, to solve problems requiring decimals, fractions, and proportions. They should be able to compute with integers. They should be able to classify geometric figures based on their properties. Proficient eighth grade students should be able to read, interpret, and construct line and circle graphs and show understanding of the basic concepts of probability. These students should be able to translate verbal problem situations into simple algebraic expressions and identify symbolic algebraic expressions representing linear situations.

- (255) Basic: Partial Mastery of Knowledge and Skills — Eighth grade students performing at the basic level should be able to identify and use the correct operations for solving one- and two-step problems involving addition, subtraction, multiplication, and division of whole numbers and decimals. These students should also have an understanding of place value and order of operations, and a conceptual understanding of fractions. They should be able to use a calculator and estimation to arrive at answers to simple problems. Basic eighth grade students can use rulers to calculate the perimeter and area of rectangular figures, and make conversions between units of measure within a given system of measurement. These students should be able to use basic geometric terms and identify elementary geometric figures. They should be able to read, interpret, and construct bar graphs and evaluate or solve simple linear equations involving whole numbers.

Levels of Mathematics Achievement for Grade 12

- (358) Advanced: Superior Performance — Twelfth grade students who are performing at the advanced level should be able to investigate numerical relationships and determine the validity of conjectures involving number theory concepts such as parity (odd, even) and divisibility. These students should be able to establish procedures for the comparison and conversion of measurements of length, area, volume, and capacity. These students should understand the Pythagorean theorem and its applications, as well as use of coordinate geometry to represent relationships and solve problems. These students should also be able to describe data graphically for a situation, as well as provide numerical measures of central tendency (mean, median, and mode) and variability. Advanced twelfth grade students should be able to apply probability and statistics concepts in reasoning about population characteristics based on information derived from a sample, including judging the adequacy of the sample. They should also be able to determine the probability of diverse events. These students should be able to translate information about linear situations from verbal or tabular forms to equations and analyze, verbally or in writing, the nature of relationships involving change in the values of the variables involved. These students should also be able to solve linear equations, inequalities, and systems of two equations in two variables, as well as evaluate a linear function and relate the value to a point on a graph of the function.

- (330) Proficient: Solid Academic Performance — Twelfth grade students who are performing at the proficient level should have considerable command of the use of number and operations involving all forms of real numbers. In particular, these students should be able to represent problems involving integers, decimals, and fractions using symbols or graphs. These students should also be able to select, interpret, and use measurement relationships and formulas in problem situations. They should be able to make and evaluate conjectures about the properties of geometric figures. Proficient twelfth grade students should be able to relate data about chance to physical models and use such models to solve problems. These students should be able to use coordinate systems on a number line to represent solutions to one-variable inequalities and use ordered pairs to describe locations in the plane.

- (282) Basic: Partial Mastery of Knowledge and Skills — Twelfth grade students who are performing at the basic level should demonstrate conceptual and procedural understanding of whole numbers, integers, fractions, and decimals and use them when solving routine problems. They should understand and apply measurement concepts and skills, including estimation, and solve routine problems involving time, money, and length. They should also be able to read scale drawings and use formulas to find areas and volumes. Basic twelfth grade students should be able to identify a wide range of geometric figures, describe their characteristics, and solve problems involving angle measurements and similar triangles. These students should be able to interpret data in a variety of settings, including charts, tables, and graphs. Their understanding of chance should include the ability to select favorable outcomes to a situation and find the probability of an event in a setting involving a small number of outcomes. They should also be able to simplify and evaluate simple linear expressions and solve simple one-step linear equations and inequalities.

National Education Longitudinal Study of 1988 (NELS:88) Cognitive Test Data

NELS:88, sponsored by the National Center for Education Statistics (NCES), is designed to monitor the transition of a national sample of young adults as they progress from junior to senior high school and then on to post-secondary education and/or the world of work. Among the more important indicators that will be monitored at the 8th, 10th, and 12th grades is the achievement test battery. Currently, cognitive test results are available for the base year (1988) 8th graders and the first follow-up (1990) of 10th graders. The NELS test battery is composed of four separate tests—Reading Comprehension, Mathematics, Science, and History/Citizenship/Geography. Within each test, levels were established to gauge student proficiency. Each level is anchored by four relatively parallel items. That is, items that mark a particular level are very similar in content and cognitive demand as reflected in relatively equivalent difficulty indices. An individual is considered to have mastered (i.e., to be proficient at) a given level if he or she has successfully answered any three out of the four items that anchor that particular level. The levels are inherently hierarchical in their cognitive demand requirements. Thus, in theory, an individual who is proficient at level four items will also be proficient at each of three lower levels.

For this report, eighth grade students were placed into lower-, mid-, and higher-achieving groups, which correspond to the different levels. The progress of these groups of students was then analyzed over the next two-year period. Eighth grade students were grouped as follows:

Mathematics

Lower-achieving students — Had **not** mastered simple operations with decimals, fractions, and roots (level 2).

Mid-achieving students — Had mastered simple operations with decimals, fractions, and roots (level 2).

Higher-achieving students — Had mastered simple problem-solving and/or possessed an understanding of low level mathematical concepts (level 3).

In addition, to monitor progress between 8th and 10th grade another level was established for 10th grade performance — these students had an understanding of higher level mathematical concepts and/or the ability to formulate multi-step solutions to relatively complex word problems (level 4).

Reading

Lower-achieving students — Had **not** mastered simple reading comprehension, including reproduction of detail and/or the author's main thought (level 1).

Mid-achieving students — Had mastered simple reading comprehension, including reproduction of detail and/or the author's main thought (level 1).

Higher-achieving students — Had mastered the ability to make inferences beyond the author's main thought and/or understand and evaluate relatively abstract concepts (level 2). The progress of 8th grade students achieving at this level was not analyzed for this report because their progress beyond this level could not be determined, given the nature of the test items.

Science

Lower-achieving students — Had **not** mastered an understanding of everyday science concepts (level 1).

Mid-achieving students — Had mastered an understanding of everyday science concepts (level 1).

Higher-achieving students — Had mastered an understanding of general science knowledge and concepts upon which more complex science knowledge can be built (level 2).

In addition, to monitor progress between 8th and 10th grade, another level was established for 10th grade performance. Students at this level possessed an understanding of relatively complex scientific concepts that typically require an additional problem-solving step (level 3).

Goal 4

Degrees Conferred

Data include only U.S. citizens and resident aliens on permanent visas, and include institutions in U.S. Territories.

Bachelor's and Master's Degrees

The National Education Goals Panel combined the following fields to calculate the total number of science and engineering degrees conferred: Engineering, Physical Sciences, Computer Science, Biological Science, Agricultural Science, Social Science, Psychology, and Health Fields. (Between 1981 and 1985, the major changes were made to the Social Science category.)

The number of mathematics degrees come from a single field of study, mathematical science.

Data for bachelor's and master's degrees were collected by NCES, biennial data from the Higher Education General Information Survey (HEGIS) Earned Degrees Surveys, 1977-85, and Integrated Post-secondary Education Data System (IPEDS) Completions Surveys, 1987-90. Data on race/ethnicity were collected biennially from 1977 through 1989 and annually thereafter, but data for 1983 were not released by NCES. National Science Foundation (NSF)/Division of Science Resources Studies tabulated the data. Because data on race/ethnicity of degree recipients are collected on broad fields of study only, these data could not be adjusted to the exact field taxonomies used by the NSF.

Doctoral Degrees

The National Education Goals Panel combined the following fields to calculate the total number of science and engineering doctorates conferred: Engineering; Physical Sciences; Earth, Atmospheric, and Ocean Sciences; Computer Science; Agricultural and Biological Sciences; Social Science; Psychology; and Health Sciences.

Data on doctorates come from the Survey of Earned Doctorates, which is conducted by the National Research Council (NRC).

Number of Science and Mathematics Degrees Awarded per 1,000 22-year-olds

The number of science degrees awarded per 1,000 22-year-olds was calculated by dividing the combined number of bachelor's, master's, and doctoral degrees in science by the number of 22-year-olds in the resident population and multiplying the result by 1,000. A similar process was used to calculate the number of mathematics degrees per 1,000 22-year-olds. This differs from the measure presented in the chapter titled "American Education in a Global Context," which does not include degrees in social science, psychology, and health fields, and does not include graduate degrees. The data on mathematics and science degrees come from the National Science Foundation and National Research Council. The data on resident population are from the U.S. Bureau of the Census.

To estimate the number of White non-Hispanic 22-year-olds in the 1989 resident population (not published), the number of all White 22-year-olds (non-Hispanic and Hispanic) in 1989 was multiplied by the proportion of non-Hispanic White 23-year-olds to all White 23-year-olds in the 1990 resident population. A similar procedure was followed to estimate the number of Black non-Hispanic 22-year-olds in the 1989 resident population.

To estimate the number of Asian/Pacific Islander 22-year-olds in the resident population in 1989, the number of all 22-year-olds in 1989 was multiplied by the proportion of Asian/Pacific Islander 23-year-olds to all 23-year-olds in 1990. A similar procedure was followed to estimate the number of American Indian/Alaskan Native 22-year-olds in the 1989 resident population.

International Assessment of Educational Progress (IAEP)

Twenty countries assessed the mathematics and science achievement of 13-year-old students and 14 assessed 9-year-old students in these same subjects. In some cases, participants assessed virtually all age-eligible children in their countries, and in other cases they confined samples to certain geographic regions, language groups, or grade levels. In some countries, significant proportions of age-eligible children were not represented because they did not attend school. Also, in some countries, low rates of school or student participation means results may be biased. The countries participating in the IAEP were: Brazil, Canada, China, England, France, Hungary, Ireland, Israel, Italy, Jordan, Korea, Mozambique (mathematics only), Portugal, Scotland, Slovenia, Soviet Union, Spain, Switzerland, Taiwan, and the United States.

Mathematics and Science Teacher Preparation

Mathematics and science teacher characteristics are presented for teachers whose primary teaching assignment was in mathematics or science, and who received a degree in their field, including teachers majoring in mathematics education or science education. High school teachers are defined as full-time teachers teaching in grades 9, 10, 11, or 12.

Goal 5

Socioeconomic Status

The measure for socioeconomic status is based on an index created by the National Opinion Research Center for the High School and Beyond surveys. This index gives equal weights to five student characteristics: mother's education, father's education, family income, father's occupational status, and possessions in the home.

Young Adult Literacy Survey (YALS)

In 1985, the National Assessment of Educational Progress (NAEP) assessed the literacy skills of America's 21- to 25-year-olds. The purpose of the assessment was to collect data to understand better both the nature and extent of literacy problems facing young adults. NAEP used a wide variety of tasks that simulate the diversity of literacy activities that people encounter at work, at home, at school, and in their communities. NAEP adopted the following definition of literacy:

- Using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential.

Young Adult Literacy Scales

NAEP characterized the literacy of America's young people in terms of three "literacy scales" representing distinct and important aspects of literacy:

- Prose comprehension tests measure the knowledge and skills needed to gain understanding and use information from texts such as editorials, news stories, and poems. A score of 200 indicates an ability to write a simple description of the type of job one would like to have. A score of 300 indicates an ability to locate information in a news article or an almanac. A score of 350 indicates an ability to synthesize the main argument from a lengthy newspaper article.

- Document literacy tests measure the knowledge and skills required to locate and use information from documents such as indexes, tables, paycheck stubs, and order forms. A score of 200 indicates an ability to match money-saving coupons to a shopping list of several items. A score of 300 indicates an ability to follow directions to travel from one location to another using a map. A score of 350 indicates an ability to use a bus schedule to select the appropriate bus for given departures and arrivals.

- Quantitative literacy tests measure the knowledge and skills needed to apply the arithmetic operations of addition, subtraction, multiplication, and division, either alone or sequentially. A score of 200 indicates an ability to total two entries on a bank deposit slip. A score of 300 indicates an ability to enter deposits and checks, and balance a checkbook. A score of 350 indicates an ability to determine the amount of a tip in a restaurant using a given percentage.

Adult Literacy Scales

The Department of Labor (DOL) and the Educational Testing Service (ETS) characterized the literacy of America's adults in terms of three "literacy scales" representing distinct and important aspects of literacy: prose, document, and quantitative literacy. Each of the literacy scales is designed to range from 0 to 500. Experience indicates, however, that the majority of tasks fall between 200 and 400 on each scale. The literacy levels are as follows:

- Prose comprehension tests measure the knowledge and skills needed to gain understanding and use information from texts such as editorials, news stories, and poems.

  Level 1 — Prose tasks at this level are the least demanding in terms of what the reader must do to produce a correct response. Typically, tasks at this level require the reader to locate one piece of information in which there is a literal match between the question and the stimulus material. If a distractor or plausible right answer is present, it tends to be located away from where the correct information is found.

Level 2 — Some of the prose tasks of this level still require the reader to locate on a single feature of information; however, these tasks tend to occur in materials where there are several distractors or where the match is based on low-level inferences. Tasks at this level also begin to require the reader to integrate information by pulling together two or more pieces or by comparing and contrasting information.

Level 3 — Tasks at this level tend to require the reader to search fairly dense text for literal or synonymous matches on the basis of more than one feature of information or to integrate information from relatively long text that does not contain organizational aids such as headings.

Level 4 —Tasks at this level continue to demand more from the reader. Not only are multiple-feature matching and integration of information from complex displays maintained, but the degree of inferencing required by the reader is increased. Conditional information that must be taken into account is frequently present in tasks at this level .

Level 5 — At this level, tasks typically require the reader to search for information in dense text containing plausible distractors, to make high text-based inferences or use specialized background knowledge, as well as compare and contrast sometimes complex information.

- Document literacy tests measure the knowledge and skills required to locate and use information from documents such as indices, tables, paycheck stubs, and order forms.

Level 1 — Tasks at this level are the least demanding. In general, they require the reader to either locate a piece of information based on a literal match or to enter information from personal knowledge.

Level 2 — Tasks at this level begin to become more varied. Some still require the reader to match a single piece of information; however, tasks occur where there are several distractors or where the match is based on low-level inferences. Tasks at this level also begin to require the reader to cycle through information or to integrate information.

Level 3 — Tasks at this level tend to require the reader either to integrate three pieces of information or to cycle through materials in rather complex tables or graphs in which distractor information is present.

Level 4 — Tasks at this level continue to demand more from the reader. Not only are multiple-feature matching, cycling, and integration of information maintained, but the degree of inferencing is increased. Cycling tasks often require the reader to make five or more responses with no designation of the correct number of responses. Conditional information is also present and must be taken into account.

Level 5 — Tasks at this level require the most from the reader. The reader must search through complex displays containing multiple distractors, make high text-based inferences, or use specialized knowledge.

- Quantitative literacy tests measure the knowledge and skills needed to apply the arithmetic operations of addition, subtraction, multiplication, and division, either alone or sequentially.

Level 1 — Although no quantitative tasks used in this assessment fall within this level, experience suggests that such tasks would require a single, relatively simple operation for which the numbers are given and the arithmetic operation specified.

Level 2 — Tasks at this level typically require the use of a single operation based on numbers that are either stated in the question or easily located in the material. In addition, the operation needed is either stated in the question or easily determined based on the format of the problem — for example, entries on a bank deposit slip or order form.

Level 3 — What appears to distinguish tasks at this level is that two or more numbers needed to solve the problem must be found in the stimulus material. In addition, the operation(s) needed can be determined from arithmetic relation terms.

Level 4 — Quantitative tasks at level 4 tend to require two or more sequential operations or the application of a single operation where either the quantities must be located in complex displays and/or the operations must be inferred from semantic information given or prior knowledge.

Level 5 — Quantitative tasks at this level are the most demanding. They tend to require the reader to perform multiple operations and to disembed features of a problem from stimulus material or to rely on background knowledge to determine the quantities or operations needed.

Federal Assistance Employment Programs

The Job Training Partnership Act

The Job Training Partnership Act of 1982 was initiated in October of 1983. Its objective is to bring the jobless into permanent, unsubsidized, and self-sustaining employment by providing training, basic education, job counseling, and placement. The target populations of various programs include economically disadvantaged adults and youths, dislocated workers, and other groups who face serious employment barriers.

The Employment Service/Unemployment Insurance Programs

The Wagner-Peyser Act of 1933, as amended in 1982, established the jointly financed federal-state system of public employment services. Under this law, states are provided funds to operate labor exchange systems that respond to the specific conditions of each state and meet the demands of its employers and workers. Operated through state employment security agencies, the mission of the U.S. Employment Service (ES) includes: assisting job seekers in finding employment commensurate with their skill levels; assisting employers in filling job vacancies with workers who meet the job requirements; providing interstate job-market clearance through the exchange of information on labor market conditions; assisting the unemployment insurance system in ensuring that beneficiaries meet the "work test" (whereby the "ability and availability" to work as a condition for unemployment insurance eligibility is demonstrated); and providing job-counseling services to persons with disabilities and others.

The present Unemployment Insurance (UI) program was created by the Social Security Act of 1935 to provide temporary income protection for involuntarily unemployed workers. While the specific benefit provisions vary among the states, the weekly benefits typically replace about 50 percent of lost wages over a 26-week period for most recipients, with this period extended at times of very high unemployment. Depending on individual state requirements, eligibility for UI benefits is based on a particular amount of money earned or on weeks worked one year prior to filing a claim. All state unemployment insurance laws require that a person be both able and available to work in order to receive unemployment benefits; registration for work at a public employment office is required as evidence of such "ability and availability." As a result, a large proportion of the ES applicant group consists of UI recipients.

Participation in Adult Education

The population estimates for the National Household Education Survey data on participation in adult education cover adults 17 years and older, excluding those engaged in full-time study.

Voter Registration and Voting

For 1972 and 1976, the numbers for non-citizens represent an underestimated count.

Workers' Attitudes

See above technical note under American Education in a Global Context.

Goal 6

Any Illicit Drug Use

Use of "any illicit drugs" includes any use of marijuana, hallucinogens, cocaine, and heroin, or use of any other opiates, stimulants, barbiturates, methaqualone (excluded since 1990), or tranquilzers not under a doctor's orders.

Drug Use and Victimization in School

The data for the 12th grade racial and ethnic subgroups have been given for a three-year average to increase the sample sizes and produce more reliable estimates. Although the year for these tables is labeled 1991, racial and ethnic subgroup numbers are a 1989-through-1991 average.

Victimization at-school includes victimization inside the school building, on school grounds, or on a school bus.

Definitions of school locations used in the school safety and teacher victimization exhibits are as follows:

> City - A central city of a Standard Metropolitan Statistical Area (SMSA).
>
> Suburb/Urban Fringe - A place within an SMSA of a large or mid-size central city and defined as urban by the U. S. Bureau of the Census.

Town - A place not within an SMSA, but with a population greater than or equal to 2,500, and defined as urban by the U. S. Bureau of the Census.

Rural - A place with a population less than 2,500 and defined as rural by the U. S. Bureau of the Census.

Chapter 2: Part III (State Data)

Goal 1

Low Birthweight and Prenatal Care

For the low-birthweight and prenatal care indicators, the numbers of cases reported as "not stated" were distributed among the reporting categories. Numbers may not add to 1,000 due to rounding.

Children with Disabilities

The Individuals with Disabilities Act (IDEA) supports the improvement of services for very young children with disabilities through several programs, including the Program for Infants and Toddlers with Disabilities (Part H), the Preschool Grants Program (Section 619 of Part B), and the Early Education Program for Children with Disabilities (Section 623 of Part C). The Congressional mandate required states to have a mandate in place by school year 1991-92 that ensures a free appropriate education (FAPE) for all eligible 3- to 5-year-old children with disabilities. By the end of 1990, only seven states had not yet passed mandates for preschool services.

Data presented in this section of the Report are based on state information submitted to the U.S. Office of Special Education and Rehabilitative Services (OSERS) on the number of children with disabilities served under IDEA, Part B and Chapter 1 (ESEA State-Operated Programs [SOP]) programs.

Goal 2

High School Completion and Dropout Rates

The 1990 Decennial Census data used in computing state high school completion and dropout rates are from special tabulations of the Census sample detail file. That file includes data on current high school enrollment and high school graduation status. Those data were used in conjunction with Census single-year of-age population data. By definition, the high school completion rates for 19- to 20-year-olds and 23- to 24-year-olds are computed as a percentage of the non-high school enrolled population at these ages who possess a high school credential (either a high school diploma or an alternative credential). The status dropout rate for 16- to 19-year-olds is computed as a percentage of all 16- to 19-year-olds who are not currently enrolled in high school and have not graduated from high school.

The Census data collection procedures count each person at their current location. As a result, 16- to 19-year-olds who graduated from high school and moved to another location for college or work are counted at their new location. This has the potential for decreasing the dropout rate in areas with universities, colleges, or employment opportunities, and potentially increasing the dropout rate in areas that graduates leave.

To the extent that the dropout rate for a geographical unit is viewed as an outcome of the students' progress through that location's educational system, it is essential that the population base for the rate is representative of the size of the population that is at risk of dropping out in that area. The population aged 14 to 17 in each geographic area can be used in the denominator to capture better the size of the population at risk of dropping out of school in that area. This population, ratio adjusted to the size of the national 16- to 19-year-old population, was used by NCES to estimate the 16- to 19-year-old population to avoid distortion of the dropout rates by post-graduate movements.

Goal 3

Advanced Placement Program

Core content areas include: Biology, Chemistry, Physics B, Physics C, Calculus AB, Calculus BC, English Language and Composition, English Literature and Composition, U.S. History, and European History. Foreign languages include: French Language, French Literature, Spanish Language, Spanish Literature, and German. Fine Arts include: Art History, Studio Art (Drawing and General), and Music Theory. See above technical note under Parts I and II: Goal 3—The Advanced Placement Program.

Course Enrollments

Since 1989, Colorado, the District of Columbia, Idaho, Indiana, Kansas, Montana, North Carolina, Ohio, Oregon, West Virginia, Wisconsin, and Wyoming have added or revised their data collection systems or forms for the course enrollment data reported by the Council of Chief State School Officers (CCSSO). As a result, any analyses of trends in course-taking for these states must be done with extreme caution.

National Assessment Governing Board (NAGB) Achievement Levels

The data for competency in mathematics are repeated from the 1991 National Education Goals Report and should be interpreted with caution. They are the result of a first-time effort by the NAGB to establish achievement levels based on the 1990 National Assessment of Educational Progress (NAEP). These levels are derived from judgments about student competence made by educators and other individuals from around the country. Although the findings about student competency reflect the best direct measures of achieving Goal 3 that are currently available, they may not be entirely accurate. Evaluations conducted since the data were first released suggest that the method used for arriving at the achievement levels may have been flawed. To interpret these data, please consult the descriptive paragraphs included above under Parts I and II: Goal 3—National Assessment Governing Board (NAGB) Achievement Levels, which summarize the kind of NAEP items actually mastered at each achievement level.

A modified NAGB procedure for determining student achievement levels is being applied to the 1992 NAEP assessments of mathematics, reading, and writing. The procedure and its results are currently being evaluated, and we hope to be able to report improved measures of achievement in future National Education Goals Reports.

Goal 4

Teacher Preparation

Due to reporting problems for the Schools and Staffing Survey, 1991 data were not available for Arkansas, Arizona, Iowa, Missouri, Montana, Nebraska, North Dakota, Oklahoma, South Dakota, and Wisconsin.

Goal 6

Discipline in the Schools

Due to reporting problems for the Schools and Staffing Survey, 1991 data were not available for Arkansas, Arizona, Iowa, Missouri, Montana, Nebraska, North Dakota, Oklahoma, South Dakota, and Wisconsin.

Student Drug Use

Significance testing was done in four states: Georgia, New Mexico, South Dakota, and Utah. All other states (1) did not conduct a Youth Risk Behavior Survey in both years, and/or (2) did not have weighted generalized data for both years. The wording in the survey questions changed between 1990 and 1991. The change in wording may account for significant differences detected in New Mexico.

Chapter 4: The Federal Role

Constant Dollars

This Report shows current and constant dollars and percent change comparisons from fiscal years 1989 to 1992. A composite adjuster from the Office of Management and Budget (Budget of the U.S. Government, Fiscal Year 1993) was used to compute constant dollars. The composite adjuster numbers are 1.0815 for 1989, 1.1782 for 1991, and 1.2147 for 1992. 1989 and 1991 dollars were converted to 1992 constant dollars in the following way:

1.2147/1.0815 x 1989 current dollars =
1992 constant dollars.

1.2147/1.1782 x 1991 current dollars =
1992 constant dollars.

APPENDIX C

DESCRIPTIONS OF FEDERAL PROGRAMS

Adult Education State Grants (Education) — Grants to states and localities for programs that enable adults to acquire basic skills and continue their education to at least the level of high school completion.

AFDC JOBS (HHS) — Aid to Families with Dependent Children Job Opportunities and Basic Skills Training. Funding to states for the provision of remedial education, training and work programs for welfare recipients.

BIA Indian Schools (Interior) — Bureau of Indian Affairs (BIA) funds for 180 elementary and secondary schools and dormitories for American Indians and Alaska Natives.

Bilingual Education (Education) — Grants to assist school districts and other eligible grantees in the development and support of instructional programs for students with limited English proficiency.

CACFP (Agriculture) — The Child and Adult Care Food Program provides federal funds and Agriculture-donated foods to nonresidential child care and adult day care facilities to serve nutritious meals and snacks to participants.

Chapter 1 (Education) — Provides financial assistance to school districts to meet the special needs of educationally disadvantaged children who live in areas with high concentrations of children from low-income families.

Chapter 2 (Education) — Provides funds to states and localities to develop, implement, and expand innovative and effective education programs.

Child Care (Defense) — Provides child care for military and civilian employees of the Department of Defense at many military installations and Defense Agency Sites. Includes child care centers, part-day preschool programs, family child care homes, before- and after-school child care programs, and resource and referral programs.

Childhood Immunizations (HHS) — Grants to states for immunization services to protect children from many contagious diseases.

Civilian Training (Defense) — Provides both short- and long-term (up to one year) educational opportunities for qualified civilians in an effort to improve on-the-job skills or prepare for future career opportunities.

Classroom Instruction (Defense) — Defense Department-supported elementary and high schools for the dependents of military personnel both overseas and stateside.

CN Commodities (Agriculture) — Child Nutrition Commodities program provides commodities for the school meals and child care programs.

Community and Migrant Health Services (HHS) — Provide primary health services to the needy in areas that are medically underserved or have health care personnel shortages.

Dependent Education Assistance (Veterans) — Education assistance for immediate family members of veterans who died in service or were captured or missing in action.

Drug-Free Schools (Education) — Provides grants to states and localities to establish drug education and prevention programs for schoolchildren.

Eisenhower Mathematics/Science (Education) — Provides assistance to states and localities for programs to improve the quality of mathematics and science instruction.

EPSDT (HHS) — Early and Periodic Screening, Diagnosis, and Treatment services. A federally required benefit for Medicaid-eligible children from birth to age 21 that obligates states to provide for all necessary federally allowable Medicaid services regardless of the limitations in a particular state's plan.

FAA: Air Traffic Training (Transportation) — Comprised of the Airway Science Curriculum Program. A four-year educational program that emphasizes mathematics, science, technology, computer courses, and aviation to prepare entry-level people for jobs with the aviation industry.

Family Support Payments for Day Care (HHS) — Federal payments to states to support a proportion of day care costs for AFDC recipients attending job training and education classes or for day care costs during a one-year transition period for ex-AFDC recipients.

Flight Training (Defense) — Provides individual flying skills for pilots, navigators, and naval flight officers in fixed- and rotary-wing aircraft for qualified military members.

Food Stamp Employment and Training (Agriculture) — Federal grants to states to provide employment and training programs for able-bodied food stamp recipients.

Foster Care (HHS) — Federal payments to the states for AFDC (Aid to Families with Dependent Children) eligible children's substitute care.

G.I. Bill (Veterans) — This program category is a composite of three programs: the Post-Korean G.I. Bill the Post-Vietnam Era Education Account, and the Montgomery G.I. Bill. All three provide monetary assistance for the post-secondary education of veterans.

Guaranteed Student Loans (Education) — Provides support for low-interest loans to students through commercial lenders to help pay for the cost of a post-secondary education.

Head Start (HHS) — An early childhood development program for disadvantaged and disabled children ages 3 to 5 that combines education, health care and nutrition, and active parental involvement to help children be healthy and ready for school.

Higher Education Aid for Institutional Development (Education) — Provides financial support for financially needy post-secondary institutions that serve disadvantaged students.

Higher Education Special Programs for Disadvantaged Youth (Education) — Support to higher education institutions for programs that provide support services for disadvantaged students to encourage participation in and completion of post-secondary education.

Howard University (Education) — Through a Congressional charter issued on March 2, 1867, funds are made available to aid in the construction, development, improvement, endowment, and maintenance of Howard University.

HRSA Health Professions Grants (Health Resources and Services Administration Health Professions Grants) (HHS) — Grants to health professions schools to support the training of health professionals: physicians, chiropractors, podiatrists, dentists, nurses, hospital administrators, etc.

Impact Aid Grants (Education) — Provides financial assistance to school districts whose enrollments are affected by federal activities, programs, and installations such as military bases.

Indian Health Service (HHS) — A public health service intended to raise the health of American Indians and Alaska Natives.

Job Corps (Labor) — Residential education program that provides basic education and job skills for disadvantaged youth and adults ages 16 to 21.

JTPA (American Indians, migrants, etc.) (Labor) — The Job Training Partnership Act provides job placement and training for the disadvantaged among targeted groups: American Indians, American Samoans, migrants, veterans, and the homeless.

JTPA Title II-A (Labor) — Job Training Partnership Act. Federal assistance for alternative education and job skills programs serving disadvantaged youth and adults.

JTPA Title III (Labor) — Job Training Partnership Act. Federal programs for dislocated workers that emphasize retraining and reemployment services, tailored to workers' individual needs, including long-term job preparation.

JTPA Summer Jobs (Labor) — Job Training Partnership Act II-B Summer Youth and Employment Training Program provides jobs, education, and training for disadvantaged youths ages 14 to 21.

Magnet Schools (Education) — Provides funding for local school districts to establish, expand, or operate magnet schools; reduce or prevent minority group isolation; promote excellence through specialized programs (i.e., mathematics, science, the arts); and encourage parental choice in public schools.

Maritime Administration: U.S. Merchant Marine Academy (Transportation) — Comprised of the Merchant Marine Academy, a four-year full scholarship for Bachelor of Science degree/ merchant marine officer's license, and the State Maritime Program, a preparatory program for licensing in the U.S. Merchant Marine.

MCH Block Grant (HHS) — Maternal and Child Health Block Grant. Assistance to states for services to reduce infant mortality and improve the health status of mothers and young children.

Medicaid for Children (HHS) — Comprehensive health care for children from low-income families through the Medicaid Program.

Medical Training (Defense) — Includes a Health Professions Scholarship program, the Uniformed Services University of the Health Sciences, and training in civilian and military hospitals for both enlisted personnel and officers.

Medicare Payments to Hospitals (HHS) — Medicare funds for teaching hospitals used to cover a proportion of residents' salaries based upon the proportion of patients treated at the hospital that are Medicare patients.

National Agricultural Research Library (Agriculture)— Serves as the nation's chief Agricultural Information resource by providing agricultural information products and services.

National Highway Institute (Transportation) — Comprised of the Federal Highway Administration (FHWA) Grants for Research Fellowships Program that offers college credit to students to conduct research projects in a work environment. Also comprised of the FHWA College Curriculum Program that develops materials, text, and audiovisual aids for colleges and universities, and conducts courses for college and engineering faculty.

National Security Education Scholarships (Defense) — Grants, scholarships, and fellowships to students, colleges, and universities to: meet national security needs; strengthen teaching in language, area and international studies; interest people in government jobs; and strengthen government support for international education.

NIH Research Training (HHS) — Grants to institutions and individuals for research science training in biomedical fields. Many of the funds are used to support graduate students and post-doctoral fellows in biomedical laboratories. A small proportion of the funds support undergraduates as well as medical doctors who plan research careers.

Officer Acquisition (Defense) — Provides pre-commissioning training, including the Service Academies and the Officer Candidate/Officer Training Programs, used to recruit and train qualified officers.

Payments to States for Day Care (HHS) — Child care block grants that provide payments to states to help low-income families pay for day care.

Pell Grants (Education) — Federal student aid program that provides grant awards to low-income qualified students to defray the cost of post-secondary education.

Perkins Loans (Education) — Program to help financially needy undergraduates and graduate students meet the costs of education by providing low-interest, long-term loans through the post-secondary institutions.

Professional Development Education (Defense) — Provides advanced training for military members at both military and civilian institutions, and is designed to broaden the outlook and knowledge of individuals selected for more demanding command and staff positions.

Recruit Training (Defense) — Basic indoctrination training to enlisted personnel upon their initial entry into military service that emphasizes discipline, military rules, social conduct, physical conditioning, and development of self-confidence.

ROTC (Defense) — The Reserve Officers Training Program. At the college level, ROTC provides both scholarship and non-scholarship opportunities to achieve an officer commission, and requires a four-year service commitment.

School Meals Programs (Agriculture) — This program category consists of the following four Department of Agriculture programs: *School Breakfast Program*: low-income children may qualify for free or reduced priced breakfasts; *National School Lunch Program*: low-income students in elementary and secondary schools and residential child care centers may qualify to receive free or reduced-price meals; *Summer Food Service Program*: provides food service to children in needy areas during summer vacation; *Special Milk Program*: low-income children may qualify to receive their milk free in schools, summer camps, and child care institutions that have no other federal nutrition program as well as kindergarten children who attend half-day sessions and have no access to meal programs provided by the schools.

Special Education (Education) — Provides funds to initiate, expand, and improve educational programs for disabled students in partnership with the states and localities.

Special Education Basic State Grants (Education) — Funds to assure that all children with disabilities have available to them a free, appropriate public education, which includes special education and related services to meet each child's unique needs.

Specialized Skills Training (Defense) — Provides officers and enlisted personnel with new or higher levels of skills in military specialties or functional areas to match specific job requirements.

Supplemental Educational Opportunity Grant (Education) — Program to help financially needy undergraduate students meet the cost of their education by providing supplementary grant assistance through participating post-secondary institutions.

Vocational Education Basic State Grants (Education) — Funds to help states and outlying areas to ensure equal opportunity in vocational education for traditionally underserved populations, and to improve the quality of vocational education programs for the nation's work force.

Vocational Rehabilitation State Grants (Education) — Supplements state efforts to provide comprehensive rehabilitation services to disabled individuals to become gainfully employed.

Vocational Rehabilitation (Veterans) — This program provides tuition, supplies, and tutoring as well as a subsistence allowance for the vocational training, evaluation, and case management of service-connected disabled veterans.

Voluntary Education (Defense) — A program for off-duty education for officers and enlisted personnel, primarily in the pursuit of an academic degree. Veterans Educational Assistance Program (VEAP) provides matching educational entitlement for qualified veterans.

WIC (Agriculture) — The Special Supplemental Food Program for Women, Infants and Children. Provides nutrition assistance and education to at-risk pregnant women and young children from birth to five years of age.

Work Study Grants (Education) — Program to help financially needy undergraduates and graduate students to meet the costs of their education at participating post-secondary institutions by helping institutions to provide on- and off-campus part-time employment for students.

APPENDIX D

FULL FEDERAL AGENCY TITLES

ACTION	ACTION
Agriculture	United States Department of Agriculture
BGSF	Barry Goldwater Scholarships and Excellence in Education Foundation
Commerce	Department of Commerce
Defense	Department of Defense
Education	Department of Education
Energy	Department of Energy
EPA	Environmental Protection Agency
HHS	Department of Health and Human Services
Housing	Department of Housing and Urban Development
HST	Harry S Truman Scholarship Foundation
Interior	Department of the Interior
JTPA	Job Training Partnership Act
Justice	Department of Justice
Labor	Department of Labor
NAEP	National Assessment of Educational Progress
NAGB	National Assessment Governing Board
NASA	National Aeronautics and Space Administration
NEA	National Endowment for the Arts
NEH	National Endowment for the Humanities
NIH	National Institutes of Health
NSF	National Science Foundation
OERI	Office of Educational Research and Improvement
OMB	Office of Management and Budget
OPM	Office of Personnel Management
Smithsonian	Smithsonian Institution
State	Department of State
Transportation	Department of Transportation
TVA	Tennessee Valley Authority
Veterans	Department of Veterans Affairs

APPENDIX E

THE NATIONAL EDUCATION GOALS

Goal 1: By the year 2000, all children in America will start school ready to learn.

Objectives:

- All disadvantaged and disabled children will have access to high quality and developmentally appropriate preschool programs that help prepare children for school.
- Every parent in America will be a child's first teacher and devote time each day to helping his or her preschool child learn; parents will have access to the training and support they need.
- Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies; and the number of low-birthweight babies will be significantly reduced through enhanced prenatal health systems.

Goal 2: By the year 2000, the high school graduation rate will increase to at least 90 percent.

Objectives:

- The nation must dramatically reduce its dropout rate, and 75 percent of those students who do drop out will successfully complete a high school degree or its equivalent.
- The gap in high school graduation rates between American students from minority backgrounds and their non-minority counterparts will be eliminated.

Goal 3: By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter, including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

Objectives:

- The academic performance of elementary and secondary students will increase significantly in every quartile, and the distribution of minority students in each level will more closely reflect the student population as a whole.
- The percentage of students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially.
- All students will be involved in activities that promote and demonstrate good citizenship, community service, and personal responsibility.
- The percentage of students who are competent in more than one language will substantially increase.
- All students will be knowledgeable about the diverse cultural heritage of this nation and about the world community.

Goal 4: By the year 2000, U.S. students will be first in the world in science and mathematics achievement.

Objectives:

- Math and science education will be strengthened throughout the system, especially in the early grades.
- The number of teachers with a substantive background in mathematics and science will increase to 50 percent.
- The number of U.S. undergraduate and graduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly.

Goal 5: By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Objectives:

- Every major American business will be involved in strengthening the connection between education and work.
- All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs.
- The number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and mid-career students will increase substantially.
- The proportion of those qualified students (especially minorities) who enter college, who complete at least two years, and who complete their degree programs will increase substantially.
- The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially.

Goal 6: By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Objectives:

- Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol.
- Parents, businesses, and community organizations will work together to ensure that schools are a safe haven for all children.
- Every school district will develop a comprehensive K-12 drug and alcohol prevention education program. Drug and alcohol curriculum should be taught as an integral part of health education. In addition, community-based teams should be organized to provide students and teachers with needed support.

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PUBLIC RESPONSE TO THE 1992 GOALS REPORT

As part of our continuing effort to maximize the effectiveness of the annual progress report in communicating information about our educational performance to all Americans, your comments are requested. We welcome your observations, suggestions, and responses to the following questions.

1. READABILITY: Is the report written in a way that you can easily read and understand? Please circle your choice on a scale from 1 to 5.

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—— Introductions
—— Chapter 1: U.S. Performance in An International Context
—— Chapter 2, Part I: Goal Indicators
—— Chapter 2, Part II: Additional Information Related to the Goals
—— Chapter 2, Part III: State Indicators on the Goals and Objectives
—— Chapter 3: Progress Summary on Future Indicators
—— Chapter 4: The Federal Role in Meeting the Goals
—— Information about a Goal(s); please circle: 1 2 3 4 5 6
—— Appendices
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—— find out the past year's progress toward achieving the Goals
—— answer a question about progress in a particular Goal area
—— look up information about a state
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—— as a guide to determine what new measures and data are needed to track progress toward the Goals
—— as a reference to help develop a state- or local-level "Report Card" to measure progress
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5. ATTENTION: Please identify any particular data in the report that captured your attention.

page ——— exhibit title ________________________________

page ——— exhibit title ________________________________

page ——— exhibit title ________________________________

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PUBLIC RESPONSE TO THE 1992 GOALS REPORT

COMMENTS

Your reactions to the 1992 Goals Report and insights into how we can improve future reports are requested on this form. Please consider commenting on such issues as the organization of the document, the clarity of the data reported, and the value of the information to students, parents, teachers, policymakers, and others concerned about our progress toward the National Education Goals. Use additional sheets, if necessary.

Thank you for your comments.

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Please circle one:
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